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FIRST LESSONS IN SPOKEN FRENCH FOR MEN IN MILITARY SERVICE

THE UNIVERSITY OF CHICAGO PRESS
CHICAGO, ILLINOIS

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FIRST LESSONS IN SPOKEN FRENCH FOR MEN IN MILITARY SERVICE

By

ERNEST H. WILKINS
ALGERNON COLEMAN
AND
HOWARD R. HUSE

THE UNIVERSITY OF CHICAGO PRESS
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PREFACE

The purpose of this book is to help men in American military service (1) to understand what may be said to them in French; (2) to make themselves understood in French; (3) to understand printed French.

The facts and words of French are presented consistently in terms of sound, just as they will chiefly present themselves in France. French spelling is not directly studied until the latter part of the course is reached.

For the representation of the French sounds we have used a set of phonetic symbols for which we claim at least the merit of simplicity. It coincides to a considerable degree with the set used in Grandgent's *Short French Grammar*. We have deliberately ignored certain differentiations in sound which are commonly taught, and which should be taught under normal circumstances. We use but one symbol, [a], for the two varieties of the French *a*-sound; we use but one symbol, [ë], for the two *eu*-sounds and the feminine *e;* and we use [ü] for the semi-vowel as well as for the vowel. We say that certain French sounds are "like" certain English sounds, though aware of the considerable differences that actually exist. We believe that scholarly accuracy in these matters would serve rather to confuse than to help those for whom the book is intended. The slight inaccuracy in speech that may result may be largely and naturally corrected in the imitation of particular words as uttered by instructors or French associates.

In the statements of grammatical fact the teacher will note similar omissions and simplifications, which have

seemed to us imperative in view of our special purpose. This book is not intended to take the place of a grammar; it is indeed to be desired that the student, after finishing this book, should study one of the simpler regular French grammars.

The words chosen for the Word-Lists have been selected with reference to the particular needs of men in the service.

The Exercises are intended rather as suggestions for practice, to be expanded by the instructor, than as exercises complete in themselves.

The writers will gladly consider any suggestions for alteration and improvement that may come to them from users of the book.

Royalties will be devoted to the Army work of the Y.M.C.A.

E. H. WILKINS
A. COLEMAN
H. R. HUSE

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LESSON I

1. French Sounds.—There are in French some thirty-two different sounds. Each of these sounds is represented, in this book, by a special symbol, consisting of a letter within square brackets, as [a] or [š].

Of the several French sounds, thirteen are vowels. French vowels differ in general from English vowels in that French vowels demand much greater muscular tension and much more rapid play of the vocal organs than English vowels. This gives to French vowels the effect of being quicker, shorter, and clearer than English vowels. Drawling is not to be tolerated in French. Each vowel is to be uttered with one rapid and sharply terminated movement of the vocal organs.

Of the thirteen vowels, nine—to be studied in this Lesson—are oral vowels (that is, vowels in which, as in the English vowels, the breath issues through the mouth alone); the other four—to be studied in Lesson II —are nasal vowels.

2. Oral Vowels.—The first of the oral vowels is the sound [a], which is like the sound of the *a* in "tra-la-la."

Practise pronouncing the word "la" three or four times; then pronounce it three or four times more, leaving out the *l*—that is, pronouncing simply the vowel-sound in question.

The second sound is [è], which is like the sound of *e* in "met," except that the mouth is much wider open for the French sound.

Practise the word and the sound, as above; and apply similar practice to the sounds mentioned below.

The third sound, [é], is like the *a* in "fate."

The fourth sound, [ĕ], is like the first *o* in "colonel." The lips are projected and rounded and the tongue touches the lower teeth.

After these last three sounds have been practised individually, practise the series [è, é, ĕ] over and over again, distinguishing clearly between the three sounds.

The fifth sound, [i], is like the *ee* in "beet." The tongue rests against the lower teeth.

The sixth, [ȯ], is like the *o* in "soft," with lips rounding.

The seventh, [ó], is like the *o* in "go" with lips vigorously rounded.

After these last two sounds have been practised individually, practise the pair of sounds [ȯ, ó], distinguishing clearly between them.

The eighth sound, [u], is like the *oo* in "boot."

The ninth sound, [ü], has no equivalent in English. It is made with the lips in the same position as for [u]—that is, rounded almost as closely as for whistling—and the tongue in the same position as for [i].

In practice, first get the lips tensely rounded; then, holding them thus, try to utter the sound [i], and the result will be [ü].

When all nine sounds have been practised individually, practise the series [a, è, é, ĕ, i, ȯ, ó, u, ü].

These nine sounds are represented in French spelling by one or more of the five vowel letters *a*, *e*, *i*, *o*, *u*. In many words these letters bear modifying signs called "accents." There are three such accents: the *grave*, which comes down from left to right, as in *è* (called "*e* grave"); the *acute*, which comes down from right to left, as in *é* (called "*e* acute"); and the *circumflex*, which is like a little roof, as in *ê* (called "*e* circumflex").

The *usual* French spellings of the nine oral vowels are shown in the following table.

The student should glance at these spellings, but should *not* study or try to remember them, until he receives directions to do so. Similarly, in studying Lesson II, he should *merely glance* at the statements as to spelling.

Number	Sound	English Example	Usual French Spellings
1	[a]	la	*a, â*
2	[è]	met	*è, ê, e, ai*
3	[é]	fate	*é, e, ai*
4	[ë]	colonel	*e, eu, œu*
5	[i]	beet	*i*
6	[ò]	soft	*o, au*
7	[ó]	go	*o, ô, au*
8	[u]	boot	*ou*
9	[ü]		*u*

Word-List 1

In the first column of this and the other word-lists are given the French words *as they sound*. The consonant symbols in this first word-list indicate sounds like the usual sounds of the corresponding English consonants. Words containing more than one vowel are pronounced, when uttered separately, with a light stress on the last vowel.

In the second column are given the English meanings of the several words.

The student should practise carefully pronouncing the several French words according to the symbols in the first column, and should try to connect the sounds of the words, in thought, with the objects they designate. Thus he should practise the word [sòlda], bearing in mind its meaning, until the utterance of the word immediately suggests to him an actual soldier. Similar, though varying, efforts to connect the sounds of the French words with the objects or qualities or actions or relationships they denote should be made in the study of all later word-lists.

In the third column are given the French words *as they are spelled*. The student should glance at these spellings, but should *not* study or try to remember them, until he receives directions to do so. If he studies the first two columns thoroughly, the third will have a considerable subconscious effect.

[lë sòlda]	the soldier	le soldat
[lë pwalü]	the soldier (slang)	le poilu
[lë kapòral]	the corporal	le caporal
[lë kapitèn]	the captain	le capitaine
[lë kòlònèl]	the colonel	le colonel
[lë drapó]	the flag	le drapeau

[u è]	where is	où est
[vwasi]	here is	voici
[vwala]	there is	voilà
[é]	and	et

EXERCISE 1

When this Exercise and similar portions of other Exercises are done in the classroom, the books should be closed. In doing Part A, the instructor should pronounce the French phrase, and the student should so respond, by translation or otherwise, as to show that he understands the phrase. In doing Part B, the instructor should pronounce the English phrase, and the student should give the French equivalent. Other practice phrases should be constructed on the model of those which appear in the Exercises.

A. [u è lë kapitèn?] [vwala lë kapitèn.] [u è lë drapó?] [vwasi lë drapó.] [lë kapòral é lë sòlda.]

B. Where is the soldier? There is the colonel. Here is the corporal. The soldier and the flag.

LESSON II

3. Nasal Vowels.—During the utterance of English vowels, and during the utterance of the French oral vowels, the breath issues through the mouth alone. The back of the soft palate is raised so that it touches the back wall of the mouth and shuts off the passage from the mouth into the nose. In French there are, however, four other vowel-sounds in the utterance of which the back of the soft palate is dropped, so that the breath issues through the mouth and the nose at the same time. These four vowels are called "nasal vowels."

To accustom the vocal organs to the position for these vowels, breathe in deeply through the nose and the mouth at the same time, so that the whole back of the mouth feels open, and then exhale in the same way, through nose and mouth at the same time, maintaining the open feeling in *the back* of the mouth.

Each of the four nasal vowels corresponds in general to one of the oral vowels, the difference being that the sound of the nasal vowel issues through *both* nose and mouth, as stated. The symbols used for the nasal vowels are the *italicized* equivalents of those used for the oral vowels.

The first of the nasal vowels, [*a*], is the nasal equivalent of [a].

Practise the sound [*a*] by itself; and practise the pair of sounds [a, *a*]. Apply similar practice to the sounds mentioned below.

The second nasal vowel, [*è*], is the nasal equivalent of [è].

The third, [*ë*], is the nasal equivalent of [ë].

The fourth, [*ò*], is the nasal equivalent of [ò].

Practise the series [*a, è, ë, ò*].

These sounds are represented in French spelling by one or more of the vowel letters followed by *m* or *n*. In spite of the presence of the *m* or *n* in the spelling, however, there is no *m* or *n* quality in the nasal vowel-sounds; the tongue does not move during their utterance.

The *usual* spellings of the four nasal vowels are as follows:

1 [*a*] *am, an, em, en*
2 [*è*] *aim, ain, eim, ein, im, in*
3 [*ë*] *um, un*
4 [*ò*] *om, on*

4. Semiconsonants.—French, like English, has the semiconsonants [y], as in "yes," and [w], as in "we."

In French the sound [y] often stands at the end of a word, as in [ëy] and [òrèy].

The usual French spellings of the sound [y] are *y, i, il, ill.*

The sound [w] is often represented in spelling by *ou* as in *ouest;* but the combination [wa] is usually represented in spelling by *oi*, and the combination [wɛ̀] by *oin* (examples: *moi*, *soin*).

5. Consonants.—The French consonants [b, d, f, l, m, n, p, r, t, v] represent sounds like the normal sounds of the corresponding English consonants. They are usually represented in spelling by the corresponding consonant letters, single or double: thus the sound [b] is represented by *b* or *bb*, and the sound [d] by *d* or *dd*.

In French, groups of consonants of which the last is [l] or [r] often stand at the end of a word, as in [tabl] and [katr].

The sound [g] is like the *g* in "go." It is usually represented in spelling by *g* or *gu*.

The sound [k] is like the sound of *k* in English. It is usually represented in spelling by *c*, *cc*, or *qu*.

The sound [s] is like the *s* in "so." It is usually represented by *s*, *ss*, *c*, *ç* (called "*c* with cedilla"), or *t*.

The sound [z] is like the *z* in "zone." It is usually represented by *z* or *s*.

The sound [š] is like the *sh* in "shall." It is usually represented by *ch*.

The sound [ž] is like the *si* in "vision." This sound is much more common in French than in English, and often stands at the beginning of a word, as in [žózɛ̀f, žak, žɔ̀fr]. It is usually represented by *j*, *g*, or *ge*.

The sound [ñ] is like the *ni* in "union." This sound is more common in French than in English, and often stands at the end of a word, as in [mɔ̀tañ]. It is usually represented by *gn*.

WORD-LIST 2

[ɛ̃]	one	un
[dë]	two	deux
[trwa]	three	trois

[katr]	four	quatre
[sèk]	five	cinq
[sis]	six	six
[sèt]	seven	sept
[üit]	eight	huit
[nëf]	nine	neuf
[dis]	ten	dix
[ðz]	eleven	onze
[duz]	twelve	douze

EXERCISE 2

A. Pronounce the following words: [batayð, rézima, sèrža, lyëtna, žénéral, ðfisyé, kðpañi, divizyð, batri, armé, füzi, kartuš, bidð, bër, pè, šðkòla, sükr, vyad.] This practice may be continued by the use of subsequent word-lists.

B. Identify French numerals pronounced in irregular order by the instructor.

C. Give French numerals as called for in irregular order by the instructor.

LESSON III

6. Nouns: Gender.—In English we have for nouns three genders: masculine, feminine, and neuter. Nouns denoting males are masculine, nouns denoting females are feminine, nouns denoting things are neuter.

In French there are only two genders, masculine and feminine. Nouns denoting males are masculine: nouns denoting females are feminine. Of the nouns denoting things, about half are masculine and about half are feminine. The distinction, so far as nouns denoting things are concerned, is practically arbitrary. In general you cannot tell from the sound, meaning, or look of a noun whether it is masculine or feminine. The distinction is important, however, as will soon appear, in spoken French.

seemed to us imperative in view of our special purpose. This book is not intended to take the place of a grammar; it is indeed to be desired that the student, after finishing this book, should study one of the simpler regular French grammars.

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Of the thirteen vowels, nine—to be studied in this Lesson—are oral vowels (that is, vowels in which, as in the English vowels, the breath issues through the mouth alone); the other four—to be studied in Lesson II —are nasal vowels.

2. Oral Vowels.—The first of the oral vowels is the sound [a], which is like the sound of the *a* in "tra-la-la."

Practise pronouncing the word "la" three or four times; then pronounce it three or four times more, leaving out the *l*—that is, pronouncing simply the vowel-sound in question.

The second sound is [è], which is like the sound of *e* in "met," except that the mouth is much wider open for the French sound.

Practise the word and the sound, as above; and apply similar practice to the sounds mentioned below.

The third sound, [é], is like the *a* in "fate."

The fourth sound, [ĕ], is like the first *o* in "colonel The lips are projected and rounded and the tongue touch the lower teeth.

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3	[é]	fate	*é, e, ai*
4	[ë]	colonel	*e, eu, œu*
5	[i]	beet	*i*
6	[ò]	soft	*o, au*
7	[ó]	go	*o, ô, au*
8	[u]	boot	*ou*
9	[ü]		*u*

Word-List 1

In the first column of this and the other word-lists are given the French words *as they sound*. The consonant symbols in this first word-list indicate sounds like the usual sounds of the corresponding English consonants. Words containing more than one vowel are pronounced, when uttered separately, with a light stress on the last vowel.

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In the third column are given the French words *as they are spelled*. The student should glance at these spellings, but should *not* study or try to remember them, until he receives directions to do so. If he studies the first two columns thoroughly, the third will have a considerable subconscious effect.

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[lë pwalü]	the soldier (slang)	le poilu
[lë kapòral]	the corporal	le caporal
[lë kapitèn]	the captain	le capitaine
[lë kòlònèl]	the colonel	le colonel
[lë drapó]	the flag	le drapeau

[u è]	where is	où est
[vwasi]	here is	voici
[vwala]	there is	voilà
[é]	and	et

EXERCISE 1

When this Exercise and similar portions of other
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LESSON II

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mouth at the same time, maintaining the open feel
the back of the mouth.

Each of the four nasal vowels corresponds in general to one of the oral vowels, the difference being that the sound of the nasal vowel issues through *both* nose and mouth, as stated. The symbols used for the nasal vowels are the *italicized* equivalents of those used for the oral vowels.

The first of the nasal vowels, [*a*], is the nasal equivalent of [a].

Practise the sound [*a*] by itself; and practise the pair of sounds [a, *a*]. Apply similar practice to the sounds mentioned below.

The second nasal vowel, [*è*], is the nasal equivalent of [è].

The third, [*ë*], is the nasal equivalent of [ë].

The fourth, [*ò*], is the nasal equivalent of [ò].

Practise the series [*a*, *è*, *ë*, *ò*].

These sounds are represented in French spelling by one or more of the vowel letters followed by *m* or *n*. In spite of the presence of the *m* or *n* in the spelling, however, there is no *m* or *n* quality in the nasal vowel-sounds; the tongue does not move during their utterance.

The *usual* spellings of the four nasal vowels are as follows:

1 [*a*] *am, an, em, en*
2 [*è*] *aim, ain, eim, ein, im, in*
3 [*ë*] *um, un*
4 [*ò*] *om, on*

4. Semiconsonants.—French, like English, has the semiconsonants [y], as in "yes," and [w], as in "we."

In French the sound [y] often stands at the end of a word, as in [ëy] and [òrèy].

The usual French spellings of the sound [y] are *y*, *i, il, ill.*

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PREFACE

The purpose of this book is to help men in American military service (1) to understand what may be said to them in French; (2) to make themselves understood in French; (3) to understand printed French.

The facts and words of French are presented consistently in terms of sound, just as they will chiefly present themselves in France. French spelling is not directly studied until the latter part of the course is reached.

For the representation of the French sounds we have used a set of phonetic symbols for which we claim at least the merit of simplicity. It coincides to a considerable degree with the set used in Grandgent's *Short French Grammar*. We have deliberately ignored certain differentiations in sound which are commonly taught, and which should be taught under normal circumstances. We use but one symbol, [a], for the two varieties of the French *a*-sound; we use but one symbol, [ë], for the two *eu*-sounds and the feminine *e;* and we use [ü] for the semi-vowel as well as for the vowel. We say that certain French sounds are "like" certain English sounds, though aware of the considerable differences that actually exist. We believe that scholarly accuracy in these matters would serve rather to confuse than to help those for whom the book is intended. The slight inaccuracy in speech that may result may be largely and naturally corrected in the imitation of particular words as uttered by instructors or French associates.

In the statements of grammatical fact the teacher will note similar omissions and simplifications, which have

seemed to us imperative in view of our special purpose. This book is not intended to take the place of a grammar; it is indeed to be desired that the student, after finishing this book, should study one of the simpler regular French grammars.

The words chosen for the Word-Lists have been selected with reference to the particular needs of men in the service.

The Exercises are intended rather as suggestions for practice, to be expanded by the instructor, than as exercises complete in themselves.

The writers will gladly consider any suggestions for alteration and improvement that may come to them from users of the book.

Royalties will be devoted to the Army work of the Y.M.C.A.

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LESSON I

1. French Sounds.—There are in French some thirty-two different sounds. Each of these sounds is represented, in this book, by a special symbol, consisting of a letter within square brackets, as [a] or [š].

Of the several French sounds, thirteen are vowels. French vowels differ in general from English vowels in that French vowels demand much greater muscular tension and much more rapid play of the vocal organs than English vowels. This gives to French vowels the effect of being quicker, shorter, and clearer than English vowels. Drawling is not to be tolerated in French. Each vowel is to be uttered with one rapid and sharply terminated movement of the vocal organs.

Of the thirteen vowels, nine—to be studied in this Lesson—are oral vowels (that is, vowels in which, as in the English vowels, the breath issues through the mouth alone); the other four—to be studied in Lesson II —are nasal vowels.

2. Oral Vowels.—The first of the oral vowels is the sound [a], which is like the sound of the *a* in "tra-la-la."

Practise pronouncing the word "la" three or four times; then pronounce it three or four times more, leaving out the *l*—that is, pronouncing simply the vowel-sound in question.

The second sound is [è], which is like the sound of *e* in "met," except that the mouth is much wider open for the French sound.

Practise the word and the sound, as above; and apply similar practice to the sounds mentioned below.

The third sound, [é], is like the *a* in "fate."

The fourth sound, [ë], is like the first *o* in "colonel The lips are projected and rounded and the tongue touch the lower teeth.

After these last three sounds have been practised in vidually, practise the series [è, é, ë] over and over, agai distinguishing clearly between the three sounds.

The fifth sound, [i], is like the *ee* in "beet." T tongue rests against the lower teeth.

The sixth, [ò], is like the *o* in "soft," with lips roundin

The seventh, [ó], is like the *o* in "go" with lips vigo ously rounded.

After these last two sounds have been practised individ ally, practise the pair of sounds [ò, ó], distinguishing clear between them.

The eighth sound, [u], is like the *oo* in "boot."

The ninth sound, [ü], has no equivalent in Englis It is made with the lips in the same position as for [u] that is, rounded almost as closely as for whistling—a the tongue in the same position as for [i].

In practice, first get the lips tensely rounded; the holding them thus, try to utter the sound [i], and the res will be [ü].

When all nine sounds have been practised individuall practise the series [a, è, é, ë, i, ò, ó, u, ü].

These nine sounds are represented in French spelli by one or more of the five vowel letters *a, e, i, o, u.* many words these letters bear modifying signs call "accents." There are three such accents: the *gra* which comes down from left to right, as in *è* (called ' grave"); the *acute*, which comes down from right left, as in *é* (called "*e* acute"); and the *circumflex*, whi is like a little roof, as in *ê* (called "*e* circumflex").

The *usual* French spellings of the nine oral vowe are shown in the following table.

The student should glance at these spellings, but shou *not study or try to* remember them, until he receives dire *tions to do so.* Similarly, in studying Lesson II, he sho *merely glance at* the statements as to spelling.

Number	Sound	English Example	Usual French Spellings
1	[a]	la	*a, â*
2	[è]	met	*è, ê, e, ai*
3	[é]	fate	*é, e, ai*
4	[ë]	colonel	*e, eu, œu*
5	[i]	beet	*i*
6	[ò]	soft	*o, au*
7	[ó]	go	*o, ô, au*
8	[u]	boot	*ou*
9	[ü]		*u*

Word-List 1

In the first column of this and the other word-lists are given the French words *as they sound*. The consonant symbols in this first word-list indicate sounds like the usual sounds of the corresponding English consonants. Words containing more than one vowel are pronounced, when uttered separately, with a light stress on the last vowel.

In the second column are given the English meanings of the several words.

The student should practise carefully pronouncing the several French words according to the symbols in the first column, and should try to connect the sounds of the words, in thought, with the objects they designate. Thus he should practise the word [sòlda], bearing in mind its meaning, until the utterance of the word immediately suggests to him an actual soldier. Similar, though varying, efforts to connect the sounds of the French words with the objects or qualities or actions or relationships they denote should be made in the study of all later word-lists.

In the third column are given the French words *as they are spelled*. The student should glance at these spellings, but should *not* study or try to remember them, until he receives directions to do so. If he studies the first two columns thoroughly, the third will have a considerable subconscious effect.

[lë sòlda]	the soldier	le soldat
[lë pwalü]	the soldier (slang)	le poilu
[lë kapòral]	the corporal	le caporal
[lë kapitèn]	the captain	le capitaine
[lë kòlònèl]	the colonel	le colonel
[lë drapó]	the flag	le drapeau

[u è]	where is	où est
[vwasi]	here is	voici
[vwala]	there is	voilà
[é]	and	et

EXERCISE 1

When this Exercise and similar portions of other Exercises are done in the classroom, the books should be closed. In doing Part A, the instructor should pronounce the French phrase, and the student should so respond, by translation or otherwise, as to show that he understands the phrase. In doing Part B, the instructor should pronounce the English phrase, and the student should give the French equivalent. Other practice phrases should be constructed on the model of those which appear in the Exercises.

A. [u è lë kapitèn?] [vwala lë kapitèn.] [u è lë drapó?] [vwasi lë drapó.] [lë kapòral é lë sòlda.]

B. Where is the soldier? There is the colonel. Here is the corporal. The soldier and the flag.

LESSON II

3. Nasal Vowels.—During the utterance of English vowels, and during the utterance of the French oral vowels, the breath issues through the mouth alone. The back of the soft palate is raised so that it touches the back wall of the mouth and shuts off the passage from the mouth into the nose. In French there are, however, four other vowel-sounds in the utterance of which the back of the soft palate is dropped, so that the breath issues through the mouth and the nose at the same time. These four vowels are called "nasal vowels."

To accustom the vocal organs to the position for these vowels, breathe in deeply through the nose and the mouth at the same time, so that the whole back of the mouth feels open, and then exhale in the same way, through nose and mouth at the same time, maintaining the open feeling in *the* back of the mouth.

Each of the four nasal vowels corresponds in general to one of the oral vowels, the difference being that the sound of the nasal vowel issues through *both* nose and mouth, as stated. The symbols used for the nasal vowels are the *italicized* equivalents of those used for the oral vowels.

The first of the nasal vowels, [*a*], is the nasal equivalent of [a].

Practise the sound [*a*] by itself; and practise the pair of sounds [a, *a*]. Apply similar practice to the sounds mentioned below.

The second nasal vowel, [*è*], is the nasal equivalent of [è].

The third, [*ë*], is the nasal equivalent of [ë].

The fourth, [*ò*], is the nasal equivalent of [ò].

Practise the series [*a*, *è*, *ë*, *ò*].

These sounds are represented in French spelling by one or more of the vowel letters followed by *m* or *n*. In spite of the presence of the *m* or *n* in the spelling, however, there is no *m* or *n* quality in the nasal vowel-sounds; the tongue does not move during their utterance.

The *usual* spellings of the four nasal vowels are as follows:

1 [*a*] *am, an, em, en*
2 [*è*] *aim, ain, eim, ein, im, in*
3 [*ë*] *um, un*
4 [*ò*] *om, on*

4. Semiconsonants.—French, like English, has the semiconsonants [y], as in "yes," and [w], as in "we."

In French the sound [y] often stands at the end of a word, as in [ëy] and [òrèy].

The usual French spellings of the sound [y] are *y, i, il, ill.*

The sound [w] is often represented in spelling by *ou* as in *ouest;* but the combination [wa] is usually represented in spelling by *oi*, and the combination [wè] by *oin* (examples: *moi, soin*).

5. Consonants.—The French consonants [b, d, f, l, m, n, p, r, t, v] represent sounds like the normal sounds of the corresponding English consonants. They are usually represented in spelling by the corresponding consonant letters, single or double: thus the sound [b] is represented by *b* or *bb*, and the sound [d] by *d* or *dd*.

In French, groups of consonants of which the last is [l] or [r] often stand at the end of a word, as in [tabl] and [katr].

The sound [g] is like the *g* in "go." It is usually represented in spelling by *g* or *gu*.

The sound [k] is like the sound of *k* in English. It is usually represented in spelling by *c, cc*, or *qu*.

The sound [s] is like the *s* in "so." It is usually represented by *s, ss, c, ç* (called "*c* with cedilla"), or *t*.

The sound [z] is like the *z* in "zone." It is usually represented by *z* or *s*.

The sound [š] is like the *sh* in "shall." It is usually represented by *ch*.

The sound [ž] is like the *si* in "vision." This sound is much more common in French than in English, and often stands at the beginning of a word, as in [žózèf, žak, žɔ̀fr]. It is usually represented by *j, g*, or *ge*.

The sound [ñ] is like the *ni* in "union." This sound is more common in French than in English, and often stands at the end of a word, as in [mɔ̀tañ]. It is usually represented by *gn*.

WORD-LIST 2

[ë]	one	un
[dë]	two	deux
[trwa]	three	trois

[katr]	four	quatre
[sèk]	five	cinq
[sis]	six	six
[sèt]	seven	sept
[üit]	eight	huit
[nĕf]	nine	neuf
[dis]	ten	dix
[ðz]	eleven	onze
[duz]	twelve	douze

EXERCISE 2

A. Pronounce the following words: [batayð, rézima, sèrža, lyëtna, žénéral, ðfisyé, kðpañi, divizyð, batri, armé, füzi, kartuš, bidð, bër, pè, šðkðla, sükr, vyad.] This practice may be continued by the use of subsequent word-lists.

B. Identify French numerals pronounced in irregular order by the instructor.

C. Give French numerals as called for in irregular order by the instructor.

LESSON III

6. Nouns: Gender.—In English we have for nouns three genders: masculine, feminine, and neuter. Nouns denoting males are masculine, nouns denoting females are feminine, nouns denoting things are neuter.

In French there are only two genders, masculine and feminine. Nouns denoting males are masculine: nouns denoting females are feminine. Of the nouns denoting things, about half are masculine and about half are feminine. The distinction, so far as nouns denoting things are concerned, is practically arbitrary. In general you cannot tell from the sound, meaning, or look of a noun whether it is masculine or feminine. The distinction is important, however, as will soon appear, in spoken French.

7. Nouns: Number.—French nouns, like English nouns, have two numbers: singular and plural.

In general the singular and plural forms do not differ in sound.

They do in general differ in spelling, in that the plural adds a final *s*.

Ex.:	Singular	[tèt]	head	tête
	Plural	[tèt]	heads	têtes

If the singular ends in *s*, *x*, or *z*, there is no difference between singular and plural even in the spelling.

Ex.:	Sing.	[né]	nose	nez
	Pl.	[né]	noses	nez

In a few nouns the plural does differ from the singular in sound as well as in spelling.

Ex.:	Sing.	[ëy]	eye	œil
	Pl.	[yë]	eyes	yeux
	Sing.	[žénéral]	general	général
	Pl.	[žénéró]	generals	généraux

8. The Definite Article.—The word meaning "the" varies in sound and spelling, to some extent, according to the gender, number, and initial sound of the word before which it stands, as follows:

Sing.	Before masc. word beginning with cons.	[lë]	le
	Before fem. word beginning with cons.	[la]	la
	Before word of either gender beginning with vowel	[l]	l'
Pl.	Before word of either gender beginning with cons.	[lé]	les
	Before word of either gender beginning with vowel	[léz]	les

Consequently, when you hear a French phrase containing a definite article, you can tell whether the noun *in* question is singular or plural; and if it is singular and

begins with a consonant, you can tell whether it is masculine or feminine.

Ex.: [lë sòlda, léz yë, la tèt, l ëy, lé pwalü].

Word-List 3

[lë batayò]	the battalion	le bataillon
[lë rézim*a*]	the regiment	le régiment
[lë kòr d armé]	the army corps	le corps d'armée
[lë sèpl sòlda]	the private	le simple soldat
[lë suz òfisyé]	the officer (non-com.)	le sous-officier
[lë sèrž*a*]	the sergeant	le sergent
[lë su lyëtn*a*]	the 2d lieutenant	le sous-lieutenant
[lë lyëtn*a*]	the 1st lieutenant	le lieutenant
[lë žénéral]	the general	le général
[l òfisyé]	the officer (com.)	l'officier
[la kòpañi]	the company	la compagnie
[la divizyò]	the division	la division
[la batri]	the battery	la batterie
[l armé] (fem.)	the army	l'armée
[u sò]	where are	où sont
[vwasi]	here are	voici
[vwala]	there are	voilà
[ki èt vu]	who are you	qui êtes-vous
[žë süi]	I am	je suis

Exercise 3

A. Read the foregoing list of words, substituting the plural form of the article for the singular, and pronouncing it as [lé] or [léz] according as the noun begins with a consonant or a vowel. The plural of [žénéral] differs from the singular in sound: see the end of section 7. The plural of [kapòral] is similarly [kapòró], *caporaux*.

B. [u è lë žénéral?] [vwasi lë sèrž*a*.] [u sò lé lyëtn*a*?] [vwala léz òfisyé.] [ki èt vu?] [žë süi lë kapitèn.]

C. Where is the regiment? Here is the officer. Where are the colonels? There are the soldiers. Who are you? I am the general.

LESSON IV

9. "Of the" and "Some."—The expression meaning "of the" varies according to the character of the word before which it stands, as follows:

Sing.	Before masc. word beginning with cons.	[dü]	du
	Before fem. word beginning with cons.	[dë la]	de la
	Before vowel	[dë l]	de l'
Pl.	Before cons.	[dé]	des
	Before vowel	[déz]	des

Ex.: [dü pwalü, déz yë, dë la tèt, dë l ëy, dé sòlda].

The same expression is often used to express the meaning "some" (unemphatic) before a singular noun which denotes a naturally divisible object, or before a plural noun.

Ex.: [dü pè], some bread.
[dé sòlda], some soldiers.

10. "To the."—The expression meaning "to the" varies according to the character of the word before which it stands, as follows:

Sing.	Before masc. word beginning with cons.	[ó]	au
	Before fem. word beginning with cons.	[a la]	à la
	Before vowel	[a l]	à l'
Pl.	Before cons.	[ó]	aux
	Before vowel	[óz]	aux

Ex.: [ó kòlònèl, a l armé, óz ôfisyé, a la batri, ó *kapitèn].*

11. The Indefinite Article.—The word meaning "a" or "an" varies according to the gender and initial sound of the word before which it stands, as follows:

Before masc. word beginning with cons.	[ĕ]	un
Before masc. word beginning with vowel	[ën]	un
Before fem. word	[ün]	une

Ex.: [ĕ sòlda, ün tèt, ën ëy].

WORD-LIST 4

[lë füzi]	the gun	le fusil
[lë révòlvèr]	the revolver	le revolver
[lë sak]	the knapsack	le sac
[lë sabr]	the saber	le sabre
[lë bidò]	the canteen	le bidon
[la bayònèt]	the bayonet	la baïonnette
[la kartuš]	the cartridge	la cartouche
[la kartušyèr]	the cartridge belt	la cartouchière
[la bal]	the ball, bullet	la balle
[la pudr]	the powder	la poudre
[l épé] (fem.)	the sword	l'épée
[žë vë parlé]	I want to speak	je veux parler
[avé vu]	have you	avez-vous
[ž é]	I have	j'ai

EXERCISE 4

A. Read the nouns in the foregoing list, using instead of the article the French expressions for "of the," "to the," and "a" or "an."

B. Read the same nouns as plurals, placing before them (1) the definite article, and (2) the French expression for "some."

C. [ž é ë füzi. avé vu lë révòlvèr? vwasi lë sabr. lë bidò. ë bidò. dé bidò. la bal. ün bal. dë la pudr. u è la kartušyèr? vwala la kartušyèr. avé vu lë sak? ž é dé kartuš. žë vë parlé ó kapitèn.]

D. Have you the revolvers? Where are the bayonets? I have the cartridge. I have a cartridge. I have some cartridges. Here are the canteens. There is a gun. Have you the captain's sword (say "the sword of the captain")? I want to speak to the colonel.

LESSON V

12. Personal Subject Pronouns.—The French personal subject pronouns—that is, pronouns used as subjects of verbs—are as follows:

Sing.	1st person	Before cons.	[žë]	I je
		Before vowel	[ž]	I j'
	2d person		[tü]	you tu
	3d person	Masc.	[il]	he, it il
		Fem.	[èl]	she, it elle
Pl.	1st person		[nu]	we nóus
	2d person		[vu]	you vous
	3d person	Masc.	[il]	they ils
		Fem.	[èl]	they elles

[il] serves to represent a masculine noun or an indefinite idea; [èl] serves to represent a feminine noun.

The plural pronouns have the sounds indicated in the table—[nu, vu, il, èl]—when they stand before a word beginning with a consonant, as in [nu sòm]. When, however, they stand before a word beginning with a vowel, they sound, respectively, like [nuz, vuz, ilz, èlz], as in the forms given in section 14. In this respect they *resemble the plural* of the definite article: see sections *8, 9, and 10.*

13. Infinitives.—The verb form which is used in naming a verb is in French, just as it is in English, the infinitive.

Ex.:	[dòné]	to give	donner
	[avwar]	to have	avoir
	[ètr]	to be	être
	[vënir]	to come	venir

14. [avwar]: Present.—The forms of the present of [avwar], with their subject pronouns, are as follows:

Sing.	1	[ž é]	I have	j'ai
	2	[tü a]	you have	tu as
	3 Masc.	[il a]	he has, it has	il a
	Fem.	[èl a]	she has, it has	elle a

Pl.	1	[nuz avò]	we have	nous avons
	2	[vuz avé]	you have	vous avez
	3 Masc.	[ilz ò]	they have	ils ont
	Fem.	[èlz ò]	they have	elles ont

When these plural forms are immediately followed by a word beginning with a vowel, they become, respectively, in sound, [avòz, avéz, òt], as in [nuz avòz ë füzi].

15. Forms of Address.—Just as we in English say "you" and "you have" (which are really plural forms), and do not say "thou" and "thou hast," in addressing a single person, so the French in general use [vu] and [vuz avé] in addressing a single person. French army officers in general use [vu] in speaking to other officers and to civilians, and [tü] in speaking to privates. French privates use [vu] in speaking to an officer, and [tü] in speaking with each other. Americans will find it safe to use [vu] exclusively.

WORD-LIST 5

[lë lè]	the milk	le lait
[lë kafé]	the coffee	le café
[lë té]	the tea	le thé

[lë šòkòla]	the chocolate	le chocolat
[lë vè]	the wine	le vin
[lë pè]	the bread	le pain
[lë bër]	the butter	le beurre
[lë sèl]	the salt	le sel
[lë sükr]	the sugar	le sucre
[lë mòrsó]	the piece	le morceau
[l ëf] (masc.)	the egg	l'œuf
[léz ë]	the eggs	les œufs
[la sup]	the soup	la soupe
[la vyad]	the meat	la viande
[la pòm dë tèr]	the potato	la pomme de terre
[l ó] (fem.)	the water	l'eau

EXERCISE 5

A. Go over the words in the word-list, putting before each the French expressions for "I have, he has, we have, you have, they have."

B. [vwasi lë pè. vwala lë sükr. nuz avò dü vè. ilz ò lé pòm dë tèr. žë vë parlé ó lyëtna. ki èt vu? žë süi lë kapòral. u è la vyad? a t èl dü kafé? ž é dü pè é dü bër.]

C. There are the eggs. Where is the coffee? I have some potatoes. He has some meat. I wish to speak to the general. I have the cartridge belt. You have a cartridge belt. Where is the water? We have the knapsacks. I wish to speak to the soldiers. I wish to speak to the company.

LESSON VI

16. Interrogation.—In asking questions, personal *subject* pronouns are often, as in English, placed after *their verb forms.* In writing, a hyphen is placed between *a verb form* and a following subject pronoun.

The present tense of [avwar], as used in questions, is as follows:

Sing.	1st	[è ž]	have I	ai-je
	2d	[a tü]	have you	as-tu
	3d Masc.	[a t il]	has he, it	a-t-il
	Fem.	[a t èl]	has she, it	a-t-elle
Pl.	1st	[avò nu]	have we	avons-nous
	2d	[avé vu]	have you	avez-vous
	3d Masc.	[òt il]	have they	ont-ils
	Fem.	[òt èl]	have they	ont-elles

Note that [žë], when thus used, is reduced to [ž].

Note the peculiar insertion of the [t] in the 3d singular. This occurs, as will be noted later, with 3d singular forms of certain other verbs.

17. Negation.—In French negative sentences the word [në], spelled *ne*, is placed before the verb, and the word [pa], spelled *pas*, is placed after the verb, the [në ... pa] together meaning "not."

The [në] stands between a subject pronoun and a following verb.

Before a word beginning with a vowel the [në] is reduced to [n], *n'*.

The present tense of [avwar], as used in negation, is as follows:

1	[žë n é pa]	I have not	je n' ai pas
2	[tü n a pa]	you have not	tu n' as pas
3	[il n a pa]	he has not	il n' a pas
4	[nu n avò pa]	we have not	nous n' avons pas
5	[vu n avé pa]	you have not	vous n' avez pas
6	[il n ò pa]	they have not	ils n' ont pas

From now on, only the masculine form of the 3d person will be given in tense inflections, and only the form *with "he"* in the corresponding translations.

[pa] becomes [paz] when immediately followed by a word beginning with a vowel, as in [žë n é paz ë mòrsó dë pè].

Word-List 6

[lë šapó]	the hat	le chapeau
[lë kask]	the helmet	le casque
[lë mató]	the (officer's) cloak	le manteau
[lë patalò]	the trousers	le pantalon
[lë sètürò]	the belt	le ceinturon
[lë sulyé]	the shoe	le soulier
[lé vètma]	the clothes	les vêtements
[lë lèž]	the linen	le linge
[lë kalsò]	the drawers	le caleçon
[la kaskèt]	the cap	la casquette
[la kapòt]	the (soldier's) cloak	la capote
[la tünik]	the blouse	la tunique
[la šmiz]	the shirt	la chemise
[la šósèt]	the sock	la chaussette
[la pèr]	the pair	la paire
[wi]	yes	oui
[nò]	no	non
[dë]	of	de
[ki]	who	qui
[kë, k]	what	que, qu'

Exercise 6

A. Go over the nouns in the word-list, putting before each the French expressions for "have I," "has he," "have we," "have you," "have they."

B. [k avé vu? ki a lé šmiz? u sò léz òfisyé? žë n é pa lë mató. il n a pa lé sètürò. avò nu dé kaskèt? a t il la kapòt? nò il n a pa la kapòt. u sò lé vètma? *vwala lé* vètma. k òt il? ilz ò dé sulyé.]

C. Have you any (some) clothes? Where are the shirts? What have they? I have not the blouse. He has a cloak (officer's), a cap, and a pair of shoes. Have they any (some) shoes? Has he a belt? Where are the socks? What has he?

LESSON VII

18. Present of [ètr].—The infinitive of the verb meaning "to be" is [ètr], *être.*

The present tense is as follows:

1	[žë süi]	I am	je suis
2	[tü è]	you are	tu es
3	[il è]	he is	il est
4	[nu sòm]	we are	nous sommes
5	[vuz èt]	you are	vous êtes
6	[il sò]	they are	ils sont

Note the difference in sound between [ilz ò], "they have," and [il sò], "they are."

When these forms are immediately followed by a word beginning with a vowel, they become respectively [süiz, èz, èt, sòmz, ètz, sòt], as in [vuz ètz òfisyé].

[il è] is often replaced by [s è], spelled *c'est*, as in [s è lë žénéral].

The same tense as used in questions is as follows:

1	[süi ž]	am I	suis-je
2	[è tü]	are you	es-tu
3	[èt il]	is he	est-il
4	[sòm nu]	are we	sommes-nous
5	[èt vu]	are you	êtes-vous
6	[sòt il]	are they	sont-ils

[èt il] is often replaced by [è s], spelled *est-ce*, as in [è s vu].

19. Possessive Adjectives.—The French adjective meaning "my" varies in sound and spelling according to the gender, number, and initial sound of the word before which it stands, as follows:

Sing.	Before masc. word beginning with cons.	[mȯ̀]	mon
	Before fem. word beginning with cons.	[ma]	ma
	Before any word beginning with vowel	[mòn]	mon
Pl.	Before cons.	[mé]	mes
	Before vowel	[méz]	mes

Ex.: [mȯ̀ kapitèn, ma bayònèt, mòn épé, mé sòlda, méz ȯ̀fisyé].

The word [tȯ̀], meaning "your" (used only in addressing a person whom one calls [tü]), and the word [sȯ̀], meaning "his," "her," or "its," vary precisely as [mȯ̀] does.

The word for "our" is [nòtr], spelled *notre*, in the singular; and [nó], *nos*, in the plural.

The word for "your" is [vòtr], *votre*, in the singular; and [vó], *vos*, in the plural.

The word for "their" is [lër], spelled *leur* in the singular and *leurs* in the plural.

When [nó], [vó], and the plural [lër] are immediately followed by a word beginning with a vowel, they become, respectively, [nóz, vóz, lërz].

Ex.: [sȯ̀ lyëtn*a*, sa kaskèt, nòtr žénéral, vó sulyé, lërz ȯ̀fisyé].

WORD-LIST 7

[lë vilaž]	the village	le village
[lë magazè]	the store	le magasin
[lë klòšé]	the steeple	le clocher
[la vil]	the city	la ville
[la rü]	the street	la rue

[la mézɔ̀]	the house	la maison
[la pòrt]	the door	la porte
[la fnètr]	the window	la fenêtre
[la bak]	the bank	la banque
[la pòst]	the post-office	la poste
[l égliz] (fem.)	the church	l'église
[mɔ̀tré mwa]	show mé	montrez-moi
[s i vu plè]	if you please	s'il vous plaît
[mësyë]	sir	monsieur
[madam]	madam	madame
[madmwazèl]	miss	mademoiselle
[da]	in	dans
[u]	or	ou

Exercise 7

A. Repeat the conjugation of [avwar] together with that of [ètr]: "I have," "I am," "he has," "he is," etc.

B. Identify forms of [avwar] and [ètr] as pronounced by the instructor.

C. Give forms of [avwar] and [ètr] as called for in irregular order by the instructor.

D. Go over Word-List 6, putting the possessive adjectives before the several nouns in turn. Repeat, with the nouns in the plural.

E. [k avé vu? ž é mé vètma, mɔ̀ šapó é mé sulyé. vwala lë klòšé dü vilaž. èt il da la rü? ɔ̀t il lër füzi? mɔ̀tré mwa la bak s i vu plè. ki è s? s è lë kòlònèl dë nɔ̀tr réžima. il n ɔ̀ pa lër sulyé. il në sɔ̀ pa da la rü. sɔ̀t il a l égliz? ɔ̀t il lër šapó? žë süiz a la bak. è s la pòst? la mézɔ̀ a trwa pòrt.]

F. Where are the soldiers? Show me the post-office, please. Where are you? I am in the house. Show me your gun, if you please. Who is in the village? Have you your cap? What have you in your

canteen? I have some wine in my canteen. Show me the bank, please. Who is it (use [è s], not [èt il])? It is an officer (use [s è]).

LESSON VIII

20. Verbs in [é]: Infinitive.—The infinitive of the majority of French verbs ends in the sound [é], spelled *-er*.

Ex.:	[dòné]	to give	donner
	[šèršé]	to look for	chercher
	[truvé]	to find	trouver

The portion of the infinitive which precedes the sound [é] is called the "stem" of the verb. Thus, the stem of [dòné] is [dòn]. The stem of verbs in [é] remains the same in all forms of the verb (except in a few verbs which will be specially treated in later lessons).

21. Verbs in [é]: Present.—The present of [dòné], a typical verb in [é], is, with the subject pronouns, as follows:

1	[žë dòn]	I give	je donne
2	[tü dòn]	you give	tu donnes
3	[il dòn]	he gives	il donne
4	[nu dònȯ]	we give	nous donnons
5	[vu dòné]	you give	vous donnez
6	[il dòn]	they give	ils donnent

These forms mean also "I am giving," "you are giving," etc.

Note that the four forms numbered 1, 2, 3, and 6 are identical in sound with each other and with the stem of the verb. The differences in spelling do not affect the sound.

When, in a question, the subject [il] follows a 3d *singular form*, a [t] is inserted between the verb and its *subject, as in* [dòn t il], is he giving, donne-t-il.

When 1st and 2d plural forms of this and other tenses are immediately followed by a word beginning with a vowel, the sound [z] appears after the final vowel, as in [nu dònòz ün épé ó kapitèn].

22. Personal Object Pronouns: Direct Objects.—Personal pronouns which are direct objects of verbs—as "me" in "he finds me"—are expressed in French, unless they are very emphatic, by the words listed below, which are placed *before the verb*, between a subject pronoun and the verb.

Sing.	1st	[më]	me	me
	2d	[të]	you	te
	3d Masc.	[lë]	him, it	le
	Fem.	[la]	her, it	la
Pl.	1st	[nu]	us	nous
	2d	[vu]	you	vous
	3d	[lé]	them	les

Ex.: [il më šèrš, žë lë truv, nu la truvò, il nu šèrš, žë vu truv, èl lé šèrš].

When the four singular forms are immediately followed by a word beginning with a vowel, they become, respectively, [m, t, l, l], *m'*, *t'*, *l'*, *l'*, as in [žë l é], *je l'ai*.

When the three plural forms are immediately followed by a word beginning with a vowel, they become, respectively, [nuz, vuz, léz], as in [nu léz avò].

When used in negative sentences, these pronouns stand between [në] and the verb, as in [žë në lë truv pa].

WORD-LIST 8

[lë mari]	the husband	le mari
[lë pèr]	the father	le père
[lë fis]	the son	le fils
[lë garsò]	the boy	le garçon
[lë frèr]	the brother	le frère
[l òm]	the man	l' homme
[l afa]	the child	l' enfant

[la fam]	the woman, wife	la femme
[la fiy]	the girl, daughter	la fille
[la mèr]	the mother	la mère
[la sër]	the sister	la sœur
[šèršé]	to look for	chercher
[truvé]	to find	trouver
[parlé]	to speak	parler

Exercise 8

A. Give the present of the three verbs in the word-list: (1) positively; (2) negatively.

B. Identify forms of these verbs as pronounced by the instructor.

C. He finds me, he finds him, he finds her, he finds us, he finds you, he finds them, he is looking for me, he does not find me, I am not looking for you.

D. Identify, as pronounced by the instructor, French phrases corresponding to those in C.

E. [žë šèrš lé garsò. il në truv pa léz òm. nu lë dònòz a l *afa*. èl dòn dü pè ó sòlda. lé fam dòn dë l ó óz òfisyé. lë kapòral dòn dé füzi óz òm. èl parl a la fiy. nu në lé truvò pa. il parl a sò pèr. s è sa sër.]

F. His brother is looking for them. Are you looking for him? Where is your son? We are looking for the men. Her daughter is giving bread to the soldiers. They are speaking to my captain.

LESSON IX

23. [vwasi] and [vwala] with Object Pronouns.—The object pronouns are placed before [vwasi] and [vwala], just as if these words were verbs, as in [lë vwasi], "here he is," and [lé vwala], "there they are." Pronouns of the 1st and 2d persons are similarly used, as in [më vwasi], "here I am."

24. Verbs in [é]: Imperative.—The French verb has three imperative forms: a 2d singular, used only in addressing a person whom one calls [tü]; a 1st plural, and a 2d plural, used in addressing a single person whom one calls [vu], or in addressing two or more persons.

Subject pronouns are never expressed with the imperative forms.

The imperative of [dòné] is as follows:

Sing.	2d	[dòn]	give	donne
Pl.	1st	[dònȯ]	let us give	donnons
	2d	[dòné]	give	donnez

25. Object Pronouns with Imperative.—When the object pronouns are used with an imperative form, they follow the verb instead of preceding it, and in writing they are joined to it by a hyphen, as in [dòné lé ó žénéral], *donnez-les au général.*

In this case [mwa], spelled *moi*, is used instead of [më], as in [šèršé mwa], *cherchez-moi.*

If, however, the imperative is negative, the object pronouns precede, as in [në lé dòné paz ó žénéral; në më šèršé pa].

WORD-LIST 9

[la gèr]	the war	la guerre
[la batay]	the battle	la bataille
[l avɑs] (f.)	the advance	l'avance
[la rëtrèt]	the retreat	la retraite
[lë frȯ]	the front	le front
[l aryèr] (m.)	the rear	l'arrière
[lë flɑ]	the flank	le flanc
[la liñ]	the line	la ligne
[la baz]	the base	la base
[la pòzisyȯ]	the position	la position
[la priz]	the capture	la prise
[lë tèrè]	the ground	le terrain
[l ènmi] (m.)	the enemy	l'ennemi
[l alyé] (m.)	the ally	l'allié

[amérikè]	American	américain
[*a*glè]	English	anglais
[fr*a*sè]	French	français
[alm*a*]	German	allemand
[rëgardé]	to look, look at	regarder
[ékuté]	to listen, listen to	écouter
[mè]	but	mais
[ósi]	also	aussi

EXERCISE 9

A. Construct the imperatives of [šèršé, rëgardé, ékuté].

B. Identify imperative forms, with object pronouns, as pronounced by the instructor.

C. [lë vwala, rëgardé lë. parlé vu fr*a*sè? ékuté: il parl *a*glè. mè u è vòtr füzi? šèršé lë. parlòz ó sèrž*a*. il a dü pè e dü bër ósi. u è la baz dë vòtr pòzisyò? a l aryèr dë mò batayò. u è lë fl*a* dë l ènmi? lë pwalü šèrš sò kask. u sò nóz alyé? parlé vu dë la priz dë la vil? nuz ékutò léz alm*a*, mè nu në parlò pa óz ènmi. lë lyëtn*a* parl fr*a*sè é alm*a*.]

D. We are looking for them. They are looking for us. Here they are. There they are. Let us find our company. Give some cartridges to the soldier. Where are you? Here I am. Look for it. We are listening to the Germans. They are listening to us, too. Do you speak English? The general speaks French. We are looking at the enemy's line.

LESSON X

26. Past Participle.—The past participle of [avwar] is [ü], "had," spelled *eu*.

The past participle of [ètr] is [été], "been," spelled *été*.

The past participle of verbs in [é] consists of the stem followed by the sound [é], written *-é*. It is then identical in sound, but not in spelling, with the infinitive.

Ex.:	[dòné]	given	donné
	[šèršé]	looked for	cherché
	[truvé]	found	trouvé

27. Perfect Tense.—The perfect tense of most French verbs consists of the present tense of [avwar] followed by the past participle of the verb in question. This compound tense is used either to express a simple past idea, as "I gave," or a present perfect idea, as "I have given."

The perfect tense of [dòné] is as follows:

1	[ž é dòné]	I gave / I have given	j'ai donné
2	[tü a dòné]	you gave / you have given	tu as donné
3	[il a dòné]	he gave / he has given	il a donné
4	[nuz avȯ dòné]	we gave / we have given	nous avons donné
5	[vuz avé dòné]	you gave / you have given	vous avez donné
6	[ilz ȯ dòné]	they gave / they have given	ils ont donné

The perfect tense of [avwar] itself is

[ž é ü] — I had / I have had — j' ai eu,

etc.

The perfect tense of [ètr] is

[ž é été] — I was / I have been — j' ai été,

etc.

28. Demonstrative Adjectives.—The French adjective [së], written *ce*, means both "this" and "that" It varies in sound and spelling as follows:

Sing.	Before masc. word beginning with cons.	[së]	ce
	Before masc. word beginning with vowel	[sèt]	cet
	Before fem. word	[sèt]	cette
Pl.	Before cons.	[sé]	ces
	Before vowel	[séz]	ces

Ex.: [së kafé, séz ë, sèt vy*a*d, sèt òfisyé, sé šapó].

If it is desired to give distinctly the meaning "this" rather than "that," the suffix [si], written *-ci*, is added to the noun.

Ex.: [së pè si]	*this* bread	ce pain-ci
[sèt ó si]	*this* water	cette eau-ci

If it is desired to give distinctly the meaning "that" rather than "this," the suffix [la], written *-là*, is added to the noun.

Ex.: [së pè la]	*that* bread	ce pain-là
[sé sòlda la]	*those* soldiers	ces soldats-là

Word-List 10

[lë savò]	the soap	le savon
[lë bè]	the bath	le bain
[la sal dë bè]	the bathroom	la salle de bains
[lë pèñ]	the comb	le peigne
[lë razwar]	the razor	le rasoir
[la küvèt]	the wash basin	la cuvette
[la sèrvyèt]	the towel	la serviette
[la bròs a švë]	the hair brush	la brosse à cheveux
[la bròs a d*a*]	the tooth brush	la brosse à dents
[èmé]	to like, to love	aimer
[lavé]	to wash	laver
[ma*ž*é]	to eat	manger

[ózurdüi]	today	aujourd'hui
[yèr]	yesterday	hier
[isi]	here	ici
[la]	there	là

EXERCISE 10

A. Give the perfect tense of [rëgardé, èmé, mažé].

B. Identify forms of these tenses as pronounced, with pronoun objects, by the instructor.

C. Go over the word-list, putting the demonstrative adjectives, singular and plural, before each noun.

D. [së pèñ si, së pèñ la. sèt òm si a parlé ózurdüi a sò fis. nuz avò parlé ó garsò. k avé vu truvé? vwasi dü savò. u è la sal dë bè? dòné mwa së razwar la. s è lë fis dü žénéral. avé vu truvé la sèrvyèt? nò, žë l é šèršé, mè žë në l é pa truvé.]

E. I find, I am finding, I found, I have found. Have you found the hat? Did you find the hats? Where is the soap? What are you eating? Have you eaten any meat? These towels, those towels. These tooth brushes, those hair brushes. Who spoke to the lieutenant?

LESSON XI

29. The Future Tense.—The future of [dòné] is as follows:

1	[žë dònré]	I shall give	je donnerai
2	[tü dònra]	you will give	tu donneras
3	[il dònra]	he will give	il donnera
4	[nu dònrò]	we shall give	nous donnerons
5	[vu dònré]	you will give	vous donnerez
6	[il dònrò]	they will give	ils donneront

All French verbs end, in the future, with the series of sounds [ré, ra, ra, rò, ré, rò], spelled *-rai, -ras, -ra, -rons, -rez, -ront.* Note that these sounds rhyme with the several forms of the present tense of [avwar].

The future of [avwar] is as follows:

1	[ž òré]	I shall have	j'aurai
2	[tü òra]	you will have	tu auras,

etc.

The future of [ètr] is as follows:

1	[žë sré]	I shall be	je serai
2	[tü sra]	you will be	tu seras,

etc.

30. Personal Object Pronouns: Indirect.—The 1st and 2d person direct object pronouns [më, të, nu, vu] studied in Lesson VIII serve also as indirect object pronouns; that is, they play the same part in the sentence as "me" in "he gives me the gun," or as "to me" in "he speaks to me." After a positive imperative [më] is replaced by [mwa].

Ex.: [il më dòn dü pè].
[il nuz ò parlé].
[dòné mwa dë l ó].

As indirect objects in the 3d person, however, the French use pronouns different from those used as direct objects. In the 3d person singular, whether the reference be to a masculine or to a feminine noun, the indirect object is [lüi], meaning "him" or "to him" or "her" or "to her," and spelled *lui*. In the 3d plural the indirect object for both genders is [lër], "them" or "to them," spelled *leur*.

Ex.: [nu lüi dònrò de la vyad].
[dònò lër dé füzi].

These indirect object pronouns have the same position with regard to the verb as the direct objects: that is, they *precede* the verb unless the verb is positive imperative; if it is positive imperative, they follow it, and in writing are joined to it with a hyphen. If there are two object pronouns of different persons, *the 3d person is next the verb*, whether the two pronouns precede or follow the *verb*.

Ex.: [il më lë dòn].
[dòné lë mwa].

If there are two object pronouns of the 3d person, the direct object precedes the indirect.

Ex.: [nu lë lüi dònrȯ].
[dòné lë lüi].

When two object pronouns follow a positive imperative, the second is joined to the first, in writing, with a hyphen, as in *donnez-le-moi*.

WORD-LIST 11

[lë krèyȯ]	the pencil	le crayon
[la plüm]	the pen	la plume
[lë stịlògraf]	the fountain pen	le stylographe
[l *a*kr] (f.)	the ink	l'encre
[lë papyé]	the paper	le papier
[la kart]	the map, card	la carte
[la kart pòstal]	the postal card	la carte postale
[la lètr]	the letter	la lettre
[l *a*vlòp] (f.)	the envelope	l'enveloppe
[lë tèbr]	the (postage) stamp	le timbre
[lë livr]	the book	le livre
[lë karnè]	the notebook	le carnet
[la fr*a*s]	France	la France
[léz étaz üni] (m.)	the United States	les États-Unis
[*a* fr*a*s]	in France	en France
[an amérik]	in America	en Amérique
[óz étaz üni]	in the United States	aux États-Unis
[arivé]	to arrive	arriver
[mȯtré]	to show	montrer
[dëmè]	tomorrow	demain
[k*a*], [k*at*] (before a vowel)	when	quand

EXERCISE 11

A. Give the future tense of [arivé] and [èmé], and the negative future of [dòné] and [šèršé].

B. Identify future forms of these verbs as pronounced by the instructor.

C. He speaks to me, he speaks to him, he speaks to us, he speaks to you, he speaks to them, he gives it to me, he gives it to him, he gives it to us, he gives it to you, he gives it to them, I speak to her, we speak to them, you speak to them, they give it to us, I give it to him, speak to me, give it to me, give it to him.

D. Identify, as pronounced by the instructor, French phrases corresponding to those in C.

E. [nu lër dònrò dé livr. il lé šèršrò. il lé šèršra. truvò lé. truvé la. nu lavrò nó vètma dëmè. il vu dònra léz avlòp. kat arivròt il a fras? lër avé vu dòné lé kart pòstal? dòné mwa sèt plüm. vulé vu parlé óz òfisyé? nu lër avò parlé yèr. u sò lé tèbr? lé vwala.]

F. He will give it to me. We shall speak to her. She will speak to us. They will speak to them. Give him the pencil. Who has the pen? They will arrive today. He will speak to you. He gave it to them yesterday. Give them the map. Give it to them. Did he give you any paper? Let us speak to the captain. Do you wish to speak to them?

LESSON XII

31. Special Verbs in [é].—A few common verbs which, like [žëté], have [ë] as the vowel of the stem, change that [ë] to [è] in forms 1, 2, 3, and 6 of the present tense, in the singular imperative, and in all forms of the future. This [è] is differently represented in spelling in different verbs.

PRESENT

1	[žë žèt]	I throw	je jette
2	[tü žèt]	you throw	tu jettes
3	[il žèt]	he throws	il jette

4	[nu žëtȯ]	we throw	nous jetons
5	[vu žëté]	you throw	vous jetez
6	[il žèt]	they throw	ils jettent

IMPERATIVE

2	[žèt]	throw	jette
4	[žëtȯ]	let us throw	jetons
5	[žëté]	throw	jetez

FUTURE

1	[žë žètré]	I shall throw	je jetterai,

etc.

Other verbs of this type are [lëvé], "to raise," *lever;* mëné], "to lead," *mener;* [krëvé], "to burst, to die (slang)," *crever.*

A few common verbs which, like [aplé], "to call," *appeler,* have no [ë] in the stem, insert an [è] in the same forms.

PRESENT

1	[ž apèl]	I call	j'appelle
2	[tü apèl]	you call	tu appelles
3	[il apèl]	he calls	il appelle
4	[nuz aplȯ]	we call	nous appelons
5	[vuz aplé]	you call	vous appelez
6	[ilz apèl]	they call	ils appellent

Other verbs of this type are [ašté], "to buy," *acheter;* and [ašvé], "to finish," *achever.*

A few common verbs which, like [èspéré], to hope, *espérer,* have an [é] in the stem, change that [é] to [è] in the four present forms, but not in the future.

Ex.: [ž èspèr, nuz èspérȯ].

The common verb [*a*vwayé], "to send," *envoyer,* has a peculiar future:

[ž *a*vèré]	I shall send	j'enverrai,

etc.

32. Telling Time.—The phrases for "one o etc., are as follows:

[ün ër]	one o'clock	une heu
[dëz ër]	two o'clock	deux he
[trwaz ër]	three o'clock	trois heu
[katr ër]	four o'clock	quatre h
[sèk ër]	five o'clock	cinq heu
[siz ër]	six o'clock	six heur
[sèt ër]	seven o'clock	sept heu
[üit ër]	eight o'clock	huit heu
[nëf ër]	nine o'clock	neuf heu
[diz ër]	ten o'clock	dix heur
[òz ër]	eleven o'clock	onze heu
[midi]	twelve o'clock, noon	midi
[minüi]	twelve o'clock, midnight	minuit

The word [ër] itself means "hour."

Note that the sounds of the words for 1, 2, 3 as used before a word beginning with a vowel, are different from the sounds of the same words as counting.

"Quarter past" a given hour is indicated phrase [é kar], *et quart;* "half past" by [é dmi], *e* and "quarter of" by [mwèz ë kar], literally "less ter," *moins un quart.*

Ex.: [trwaz ër é kar].
[sèk ër é dmi].
[òz ër mwèz ë kar].
[midi é kar].

For the telling of time by minutes, see Lesson 3

WORD-LIST 12

[lë žur]	the day	le jour
[la nüi]	the night	la nuit
[lë matè]	the morning	le matin
[l aprè midi] (m.)	the afternoon	l'après-mid
[lë swar]	the evening	le soir

[la smèn]	the week	la semaine
[lë mwa]	the month	le mois
[l *a*] (m.)	the year	l'an
[bò]	good	bon
[byètó]	soon	bientôt
[alòr]	then	alors
[mètn*a*]	now	maintenant
[kèl ër èt il]	what time is it?	quelle heure est-il?
[il è dëz ër]	it is two o'clock	il est deux heures
[a kèl ër]	at what time?	à quelle heure?
[dëz ër dü swar]	two P.M.	deux heures du soir
[dëz ër dü matè]	two A.M.	deux heures du matin
[sèt nüi]	last night	cette nuit
[midi é dmi]	half-past twelve (noon)	midi et dimi

Exercise 12

A. Give the present of [lëvé] and [ašvé], and the future of [mëné].

B. Identify forms of [žëté, mëné, aplé] as pronounced by the instructor.

C. Identify phrases of time as pronounced by the instructor.

D. Give the French for: 8:00 A.M.; 9:30 P.M.; 12:00 midnight; 11:45 A.M.; 6:15 A.M.; 12:30 A.M.

E. [il lë mèn ó kòlònèl. lëvò lë. u nu mèn t il? lë lyëtn*a* vuz apèl. l avé vuz aštéʔ zë vu l *a*vèré. il më l *a*vèra. bò žur madam. bò swar mësyë. il è sèk ër dü swar. il sra minüi d*a* sèt ër. a kèl ër dëmè lé šèršrò nu? ki vuz a parléʔ yèr swar vèr nëf ër ž é parlé ó žénéral.]

F. Who is calling? They are raising it now. I'll send it to you soon. It is eight o'clock in the morning. We eat at six o'clock in the morning, at noon, and at 5:30 in the evening. At what time do they eat? He will arrive at a quarter to twelve (noon). I shall speak to him then.

LESSON XIII

33. [alé].—The verb [alé], to go, *aller*, is peculiar several respects.

PRESENT

1	[žë vè]	I go	je vais
2	[tü va]	you go	tu vas
3	[il va]	he goes	il va
4	[nuz alò]	we go	nous allons
5	[vuz alé]	you go	vous allez
6	[il vò]	they go	ils vont

IMPERATIVE

2	[va]	go	va
4	[alò]	let us go	allons
5	[alé]	go	allez

FUTURE

1	[ž iré]	I shall go	j'irai,

etc.

The perfect tense of [alé] is made, not with the pres of [avwar], but with the present of [ètr], as follows:

1	[žë süiz alé]	I went, have gone	je suis allé
2	[tü èz alé]	you went, have gone	tu es allé
3	[il èt alé]	he went, has gone	il est allé
4	[nu sòmz alé]	we went, have gone	nous sommes all
5	[vuz ètz alé]	you went, have gone	vous êtes allés
6	[il sòt alé]	they went, have gone	ils sont allés

The past participle in the plural forms adds, in spelli a final *s*.

34. [alé] with Other Verbs.—Just as we often say English, "I am going to give," or "he is going to spea to express a sort of future idea, so the French use [alé] w the infinitive of the verb in question.

Ex.: [žë vè lé dòné a mò pèr].

[nuz alò parlé ó kapitèn].

In English we often use "and" after "go" or "let's go," as in "go and find him"; in such cases the French use [alé] with the infinitive of the verb in question, without inserting a word for "and."

Ex.: [alɔ̀ lüi parlé].
[alé šèršé vòtr frèr].

35. Perfect Tense with [ètr].—Some other verbs of motion, like [alé], form the perfect tense with [ètr] instead of [avwar]. Among them are:

[arivé]	to arrive	arriver
[atré]	to go in, come in	entrer
[mɔ̀té]	to go up, get (up)	monter
[rèsté]	to stay	rester
[tɔ̀bé]	to fall	tomber

36. [i], "There."—When the idea "there" is quite unemphatic, it is usually expressed in French by the adverb [i], written *y*. This word takes the same position with regard to the verb as the object pronouns.

Ex.: [ž i vè ózurdüi], I am going there today.
[nu l i avɔ̀ truvé], we found him there.

In connection with the verb [pasé], to think, *penser*, the word [i] is used to mean "of it," "about it," as in [ž i pas] or [i pasé vu ?].

Word-List 13

[l èfatri] (f.)	the infantry	l'infanterie
[lë fatasè]	the infantryman	le fantassin
[la kavalri]	the cavalry	la cavalerie
[lë kavalyé]	the cavalryman	le cavalier
[l artiyëri] (f.)	the artillery	l'artillerie
[l artiyër]	the artilleryman	l'artilleur
[lë žéni]	the engineer corps	le génie
[lë traspòr]	the transport system	le transport
[lë ravitayma]	revictualing	le ravitaillement
[lé vivr] (m.)	the foodstuffs	les vivres

[lé münisyɔ̀] (f.)	the munitions	les munitions
[lë matéryèl]	the supplies	le matériel
[lë kɔ̀vwa]	the supply train	le convoi
[lë dépó]	the supply base	le dépôt
[ravitayé]	to revictual	ravitailler
[alɔ̀]	come!	allons!
[kòmat alé vu?]	how are you?	comment allez-vous?
[sa va byè?]	are you all right?	ça va bien?
[žë vè byè, mèrsi]	I am well, thank you	je vais bien, merci
[trè byè]	very well	très bien
[asé byè]	pretty well	assez bien
[ž i süi]	I understand	j'y suis
[s è sa]	that's it	c'est ça
[pur]	for, in order to	pour

Exercise 13

A. Identify forms of [alé] as pronounced by the instructor, and give forms as called for.

B. Give the perfect of [rèsté, tɔ̀bé, atré].

C. [lë kɔ̀vwa èt arivé. sé fatasè sɔ̀t alé šèršé dé vivr pur ravitayé lër kɔ̀pañi. alɔ̀ šèršé nòtr ami. il èt artiyër. il nuz ékutra mètna. kòmat alé vu, mɔ̀ kapitèn? sa va byè, mèrsi. lë traspòr è bɔ̀. nuz avɔ̀ dé vivr é dé münisyɔ̀. dë kɔ̀pañi dü žéni i sɔ̀t arivé. nuz i pasɔ̀. parlé vu frasè? nɔ̀, mè žë parl aglè asé byè. èt vuz aglè? nɔ̀, mësyë. ž i süi mètna, vuz ètz amérikè. s è sa, mësyë, žë süiz amérikè.]

D. How are you, captain (say "my captain")? Very well, thank you. We are going to revictual that battery. They are in the supply train. I have not eaten today. Come! find them. I am going there now.

LESSON XIV

37. Adjectives.—Adjectives have in general four forms, masc. sing., masc. pl., fem. sing., fem. pl. (to agree with the noun modified).

The relation of the masc. pl. to the masc. sing. in sound and spelling is like the relation of plural nouns to singular nouns; see Lesson III.

Ex.: SING.	PL.		SING.	PL.
[bɔ̀]	[bɔ̀]	good	bon	bons
[gr*a*]	[gr*a*]	large	grand	grands
[pti]	[pti]	little	petit	petits
[bó]	[bó]	beautiful, fine	beau	beaux
[égal]	[égó]	equal	égal	égaux

The fem. sing. is sometimes identical in form with the masc. sing., but more often differs both in sound and spelling. The fem. sing. always ends, in spelling, with the letter *-e*.

	MASC.	FEM.		MASC.	FEM.
Ex.:	[fasil]	[fasil]	easy	facile	facile
	[gr*a*]	[gr*a*d]	large	grand	grande
	[pti]	[ptit]	little	petit	petite
	[frwa]	[frwad]	cold	froid	froide
	[šó]	[šód]	warm	chaud	chaude
	[bɔ̀]	[bòn]	good	bon	bonne

The fem. pl. is identical in sound with the fem. sing., and differs from it, in spelling, by the addition of an *-s*.

38. Position of Adjectives.—There is no hard-and-fast rule for the position of adjectives in French. The large majority usually *follow* the noun they qualify.

Ex.: [ën ɔ̀m riš], a rich man, *un homme riche;* [ë *ta süpèrb*], fine weather, *un temps superbe;* [dü *vè èksèla*], excellent wine, *du vin excellent;* [lë *drap*

trikòlòr], the French flag, *le drapeau tricolore;* [lë drapó étwalé], the Stars and Stripes, *le drapeau étoilé.*

But some of the commonest adjectives stand before their nouns. Such are [bò], good, *bon;* [mòvè], bad, *mauvais;* [gra], large, *grand;* [pëti], small, *petit;* [žën], young, *jeune;* [vyë], old, *vieux;* [bó], beautiful, fine, *beau;* [žòli], pretty, *joli;* [lò], long, *long;* [kur], short, *court.*

39. "Not any."—The idea "not any," "no," when concerning a noun, is expressed in French by using [në ... pa] with the verb (see Lesson VI), and placing [dë, d], *de,* before the noun in question.

Ex.: [žë n é pa d pè].

[nu n avò pa d sulyé].

WORD-LIST 14

MASC.	FEM.		MASC.	FEM.
[bó]	[bèl]	beautiful, fine	beau	belle
[gró]	[grós]	big	gros	grosse
[nuvó]	[nuvèl]	new	nouveau	nouvelle
[vyë]	[vyèy]	old	vieux	vieille
[žën]	[žën]	young	jeune	jeune
[lò]	[lòg]	long	long	longue
[kur]	[kurt]	short	court	courte
[larž]	[larž]	wide	large	large
[étrwa]	[étrwat]	narrow	étroit	étroite
[léžé]	[léžèr]	light	léger	légère
[lur]	[lurd]	heavy	lourd	lourde
[mòvè]	[mòvèz]	bad	mauvais	mauvaise
[bla]	[blaš]	white	blanc	blanche
[nwar]	[nwar]	black	noir	noire
[blë]	[blë]	blue	bleu	bleue
[ruž]	[ruž]	red	rouge	rouge
[vèr]	[vèrt]	green	vert	verte

[brë]	[brün]	brown	brun	brune
[žón]	[žón]	yellow	jaune	jaune
[gri]	[griz]	gray	gris	grise
[plü], [plüz] (before a vowel)		more, most, -er, -est		plus
[kë]		than, as		que
[ósi . . . kë]		as . . . as		aussi . . . que

EXERCISE 14

A. Go over the nouns in Word-List 7, using with each an appropriate adjective: [lë pti vilaž], [lë gra magazé], etc.

B. Use each of the several adjectives of color with each of these expressions: [ë krèyò, dü papyé, dë l akr, lé livr, déz avlòp].

C. [l akr è nwar, mè lë papyé è bla. s èt ë bó žur. lé rü dë la vyèy vil sò trèz étrwat. lé mézò sò grad é nwar. lé vil dë fras sò plü vyèy kë lé vil déz étaz üni. èl sòt ósi žòli kë nó vil. së sak è tró lur. dòné mwa dü pè bla, s i vu plè.]

D. There is a fine house. It is finer than that old house. Have you any red ink? No, I haven't any red ink. I will give you some black ink. These streets are the most beautiful. He is older than the lieutenant.

LESSON XV

40. The Present Participle.—For every French verb there is a form ending in [a], spelled *-ant*, which corresponds to the English form in *-ing*.

Ex.:	[dòna]	giving	donnant
	[ala]	going	allant
	[èya]	having	ayant
	[éta]	being	étant

The *use* of this form, much more restricted than th of the corresponding English form, will be discussed Lesson XXXII. The form itself is mentioned he because knowledge of this form will help, for reasons th will soon appear, in learning the verbs to be studied in t next and later lessons.

41. The Past Descriptive.—Besides the perfect tem already studied, French has another past tense, which call the "past descriptive," since it is used in *describing situation*, whereas the perfect is used in relating an eve The two types of expression may be seen in contrast the sentences "He *was eating* (past descriptive) t bread when I *went in* (perfect, in French)," "He *h* (past descriptive) the gun when I *saw* (perfect) him."

The French past descriptive is the regular equivale of an English past of the type "was eating, was speaking It is also often used as the equivalent of an English simp past of the type "I had, I was, I felt," particularly in t case of verbs which because of their very meaning a usually descriptive.

The past descriptive of [dòné] is as follows:

1	[žë dònè]	I was giving	je donnais.
2	[tü dònè]	you were giving	tu donnais
3	[il dònè]	he was giving	il donnait
4	[nu dònyò]	we were giving	nous donnions
5	[vu dònyé]	you were giving	vous donniez
6	[il dònè]	they were giving	ils donnaient

Note that forms 1, 2, 3, and 6 are identical in soun The endings of this tense are the same both in sou and in spelling for *all* French verbs.

The past descriptive of [avwar] is

1 [ž avè] I had j'avais,

etc.

The past descriptive of [ètr] is

1	[ž été]	I was	j'étais,

etc.

42. Interrogative Pronouns.—The interrogative pronoun for persons, meaning "who?" or "whom?" is [ki], *qui*.

Ex.:	[ki va la?]	who goes there?	qui va là?
	[ki viv?]	who goes there?	qui vive?
	[ki a t il rëgardé?]	whom did he look at?	qui a-t-il regardé?
	[a ki parlé vu?]	to whom are you speaking	à qui parlez-vous?

The interrogative pronouns for things, meaning "what?" are as follows:

Subject	[k è s ki]	qu'est-ce qui
Predicate	[kë]	que
Object	[kë]	que

Before a verb form beginning with a vowel [kë] becomes [k], *qu'*.

Ex.: [k è s ki è da sèt *a*vlòp?], what is in that envelope?
qu'est-ce qui est dans cette enveloppe?
[k è s?], what is it? qu'est-ce?
[k avé vu?], what have you? qu'avez-vous?

The phrase [k avé vu?] is often used with the meaning "what is the matter with you?"

Word-List 15

[lé ža]	the people	les gens
[l abita]	the inhabitant	l'habitant
[l ami] (m.)	the friend	l'ami
[la vwa]	the voice	la voix
[lë mó]	the word	le mot
[lë brüi]	the noise	le bruit
[lë tur]	the turn, trick	le tour

[lë mwayè]	the means	le moyen
[la fasò]	the way	la façon
[l èspès] (f.)	the kind	l'espèce
[la šóz]	the thing	la chose
[la fót]	the fault, mistake	la faute
[la fè]	the end	la fin

[arèté]	to stop	arrêter
[dëmadé]	to ask	demander
[gardé]	to keep	garder
[lèsé]	to let, to leave	laisser
[pasé]	to pass	passer
[travèrsé]	to cross, go through	traverser
[travayé]	to work	travailler
[ublié]	to forget	oublier

Exercise 15

A. Give the past descriptive of [avwar, ètr, travayé].

B. Translate: I give, I was giving, I shall give, I gave; he gives, he was giving, he will give, he gave; we give, we were giving, we shall give, we gave; you give, you were giving, you will give, you gave; they give, they were giving, they will give, they gave.

C. [k avé vu truvé? ki šèršé vu? ka nu sòmz arivé il šèršè sò füzi. k è s ki è da sa mè? il alèt arivé yèr. il èt arivé së matè a siz ër. lë kapitèn parlè dë vu. lë kòlònèl vu dònra sèt šóz së swar. kë dëmadé vu? a ki parlyé vu? dë ki parlyé vu? è s lë brüi d ë füzi? arèté së sòlda. lèsé mwa pasé, mësyë. ki sò sé ža? s è la vwa dü žénéral. vwala méz ami. dòné mwa sèt šóz la. mètna s è vòtr tur. lé vwasi, gardé lé.]

D. There are the friends of those people. Who is in that store? Where did you leave it? Let him pass. He was going through the city. It is [s è] his fault. Stop them. It is [s è] my turn.

LESSON XVI

43. Verbs in [war].—A few important French verbs end in the infinitive in [war], spelled *-oir*. One of these, [avwar], has already been studied; the others will be studied in this and the three following lessons.

44. [vwar].—

		INFINITIVE	
	[vwar]	to see	voir
		PRES. PART.	
	[vwaya]	seeing	voyant
		PAST PART.	
	[vü]	seen	vu
		PRESENT	
1	[žë vwa]	I see	je vois
2	[tü vwa]	you "	tu vois
3	[il vwa]	he sees	il voit
4	[nu vwayȯ]	we see	nous voyons
5	[vu vwayé]	you "	vous voyez
6	[il vwa]	they "	ils voient
		IMPERATIVE	
2	[vwa]	see	vois
4	[vwayȯ]	let us see	voyons
5	[vwayé]	see	voyez
		PAST DESC.	
1	[žë vwayè]	I was seeing, I saw	je voyais,
etc.			
		FUTURE	
1	[žë vèré]	I shall see	je verrai,
etc.			
		PERFECT	
1	[ž é vü]	I saw, I have seen	j'ai vu,
etc.			

Note that the stem of the present participle reappears in the 1st plural of the present, and in all forms of the

past descriptive. This is true for *all* French verbs (except [avwar] and [ètr], which have already been learned, and [savwar], which is to be studied in Lesson XIX). The same stem appears also, in *most* verbs, in the 2d plural of the present. The present participle serves therefore as a convenient memory-index to these other forms.

Note that the three singular forms of the present are identical in sound. This is true for *all* French verbs (except [avwar, ètr, alé], which have already been studied).

The perfect tense will be given hereafter only for those verbs in which it is formed with the present of [ètr].

45. The Pronoun [*a*].—The French pronoun [*a*], *en*, expresses the ideas "of it," "of them," "some" (unemphatic), "any." Before a verb form beginning with a vowel it becomes, in sound, [an]. It stands in the same relation to the verb as the object pronouns; and when used in the same phrase with one of the object pronouns it follows that pronoun.

Ex.: [nuz *a* parlò], we are speaking of it (of them).
[èl *a* parlè], she was speaking of it (of them).
[ž an é], I have some.
[an avé vu?], have you any?
[žë n an é pa], I haven't any.
[il *a* dòn a sò fis], he is giving some to his son.
[žë lüi *a* dònré], I shall give him some.
[il në m an a pa dòné], he didn't give me any.
[dònéz *a* ó sòlda], give the soldier some.

The French use the [*a*] oftener than we use the corresponding English phrases—nearly always, in fact, when the addition of the phrase "of it" or "of them" would be possible in English.

Ex.: [ž an é trwa], I have three (of them).

Since [*a*] is a pronoun, it cannot be used to modify a noun. When the idea "some" or "any" directly modifies *a noun, it is usually* expressed in French by the proper *form of [dü]; see* Lesson IV.

As stated in Lessons IX and XI, the object pronoun of the 1st person, when following an imperative, generally takes the form [mwa]; but when that pronoun is followed by [*a*] it is reduced to [m], *m'*.

Ex.: [dòné m *a*], give me some, donnez-m'en.

WORD-LIST 16

[lë kòr]	the body	le corps
[la tèt]	the head	la tête
[lë frò]	the forehead	le front
[lë vizaž]	the face	le visage
[l ëy] (m.)	the eye	l'œil
[léz yë]	the eyes	les yeux
[lë né]	the nose	le nez
[la buš]	the mouth	la bouche
[la d*a*]	the tooth	la dent
[la l*ag*]	the tongue	la langue
[lë m*atò*]	the chin	le menton
[l ŏrèy] (f.)	the ear	l'oreille
[lë ku]	the neck	le cou
[la pwatrin]	the chest	la poitrine
[lë kër]	the heart	le cœur
[lë dó]	the back	le dos
[la pó]	the skin	la peau
[l épól] (f.)	the shoulder	l'épaule
[lë bra]	the arm	le bras
[la mè]	the hand	la main
[lë dwa]	the finger	le doigt
[la ž*a*b]	the leg	la jambe
[lë pyé]	the foot	le pied
[avwar mal a la tèt]	to have a headache	avoir mal à la tête

EXERCISE 16

A. Identify forms of [vwar] as pronounced by the *instructor.*

B. Give forms of [vwar] as called for by the instruct

C. Identify, by pointing, parts of the body as nam in French by the instructor.

D. Give the French names of parts of the body pointed to by the instructor.

E. [k avé vu, mò garsò? ž é mal a la tèt. il a m óz òrèy. avé vu dü pè? nò, mësyë, žë n an é pa. k èt il arivé? il èt arivé yèr matè. il avè mal ó pyé. avé vu dòné dü vè? nò, nu në lüi an avò pa dòné. dò lë mwa, s i vu plè. dòné m *a*. an avé vu vü? mò mwa la mè. u avé vu truvé lé füzi? vwayé vu l ènmi

F. What have you in your (say "in the") han I have some cartridges. Give me some, please. I w give you some tomorrow. Give me ten of them, plea What is the matter with you? My back aches, my he aches, and my feet hurt ([ž é mal ó dó] etc.). I do n see him. He sees us. We have seen them. Will th see us?

LESSON XVII

46. [vulwar].—

	INFINITIVE	
[vulwar]	to will, wish, want	vouloir
	PRES. PART.	
[vul*a*]	wishing	voulant
	PAST PART.	
[vulü]	wished	voulu
	PRESENT	
1 [žë vë]	I wish	je veux
2 [tü vë]	you "	tu veux
3 [il vë]	he wishes	il veut
4 [nu vulò]	we wish	nous voulons
5 [vu vulé]	you "	vous voulez
6 [il vël]	they "	ils veulent

PAST DESC.

1	[žë vulè]	I was wishing, I wished	je voulais

FUTURE

1	[žë vudré]	I shall wish	je voudrai

The only form of the imperative in common use is the 2d plural [vëyé], *veuillez*, which means "please," when used with a following infinitive, as in [vëyé lë dòné ò kapitèn].

47. Numerals: 1, 5–10.—The numeral [ë] varies in form precisely as the indefinite article does.

Ex.: [ë sòlda], one soldier, un soldat.
[ën òm], one man, un homme.
[ün fam], one woman, une femme.

When the numerals [sèk, sis, sèt, üit, nëf, dis] immediately precede a noun beginning with a consonant, they lose the final consonant sound, becoming, respectively, [sè, si, sè, üi, në, di].

Ex.: [sè krèyò, si plüm, di livr].

48. Numerals: 13–69.—

[trèz]	13	treize
[katòrz]	14	quatorze
[kèz]	15	quinze
[sèz]	16	seize
[dis sèt]	17	dix sept
[diz üit]	18	dix huit
[diz nëf]	19	dix neuf
[vè]	20	vingt
[vèt é ë]	21	vingt et un
[vèt dë]	22	vingt deux
[vè trwa]	23	vingt trois
[vè katr]	24	vingt quatre
[trat]	30	trente
[trat é ë]	31	trente et un
[trat dë]	32	trente deux

[kar*a*t]	40	quarante
[kar*a*t é ẽ]	41	quarante et un
[kar*a*t dë]	42	quarante deux
[sèk*a*t]	50	cinquante
[sèk*a*t é ẽ]	51	cinquante et un
[sèk*a*t dë]	52	cinquante deux
[swas*a*t]	60	soixante
[swas*a*t é ẽ]	61	soixante et un
[swas*a*t dë]	62	soixante deux

[vè] becomes [vèt] when followed by a word begir with a vowel.

Note that the connective [é] appears in the num for 21, 31, 41, 51, 61, but not elsewhere.

The compound numerals are often written hyphens between the parts, as *vingt-et-un*, *quarante-*

"Than," before a numeral, is [dë].

Ex.: [nuz avò plü dë kar*a*t òm].

49. Telling Time.—Time "past" the hour, in min is expressed thus:

[trwaz ër duz], 3:12.

[sèt ër kar*a*t katr], 7:44.

Time "of" the hour, in minutes, is expressed thu

[dëz ër mwè dis], ten minutes of two.

[òz ër mwè vè sèk], twenty-five minutes of eleven.

After the numeral, in either case, the word [mi minutes, *minutes*, may stand.

Ex.: [dëz ër mwè di minüt].

WORD-LIST 17

[lé trup]	the troops	les troupes
[la sèksyò]	the section	la section
[la kòlòn]	the column	la colonne
[l èskwad] (f.)	the squad	l'escouade
[lë plôtò]	the platoon	le peloton

[lë r*a*]	the rank	le rang
[l éta mažòr] (m.)	the staff, head-quarters	l'état major
[lë kòm*a*d*a*]	the commander, major	le commandant
[lë šèf]	the chief, leader	le chef
[lë kòm*a*d*a*t *a* šèf]	the commander-in-chief	le commandant en chef
[l adžüd*a*]	the adjutant (non-com.)	l'adjudant
[l òfisyé dë lyèz*ò*]	the connecting officer	l'officier de liaison
[lë sèrž*a* furyé]	the quartermaster sergeant	le sergent fourrier
[la s*a*tinèl] (note the exceptional gender)	the sentinel	la sentinelle
[lë tirayër]	the sharpshooter	le tirailleur
[l éklèrër]	the scout	l'éclaireur
[l òrdòn*a*s]	the orderly	l'ordonnance
[*a*kòr]	yet	encore
[tužur]	always	toujours
[déža]	already	déjà
[d abòr]	first	d'abord
[suv*a*]	often	souvent
[*a*s*a*bl]	together	ensemble

EXERCISE 17

A. Identify forms of [vulwar]; and give forms as called for.

B. Identify numerals from 1 to 69; and give them in French as called for.

C. [a kèl ër vulé vuz alé a la vil? žë vëz i alé a diz ër. il è mètn*a* nëf ër mw*è* v*è* s*è*k. nuz ir*ò*z *a*s*a*bl. la kòlòn arivra a minüi dis. n èt èl paz *a*kòr arivé? kë vulé vu? *vulé vu vwar* lë kòm*a*d*a*t *a* šèf? žë l é déža vü. u è l *òfisyé dë lyèzò*?]

D. Do you want to see the quartermaster? No, want to see the adjutant and the orderly. A squa arrived at five minutes to ten. The sharpshooters an the scouts arrived at 9:20. Do you want to speak t the sentinel? There is the major. He often arrives a half-past eleven. We had more than twenty shar shooters.

LESSON XVIII

50. [puvwar].—

	INFINITIVE	
[puvwar]	to be able	pouvoir
	PRES. PART.	
[puva]	being able	pouvant
	PAST PART.	
[pü]	been able	pu
	PRESENT	
1 [žë pë]	I can	je peux
2 [tü pë]	you "	tu peux
3 [il pë]	he "	il peut
4 [nu puvò]	we "	nous pouvons
5 [vu puvé]	you "	vous pouvez
6 [il pëv]	they "	ils peuvent
	PAST DESC.	
1 [žë puvè]	I was able, I could	je pouvais
	FUTURE	
1 [žë puré]	I shall be able	je pourrai

51. [rësëvwar].—

	INFINITIVE	
[rësëvwar]	to receive	recevoir
	PRES. PART.	
[rësva]	receiving	recevant

		PAST PART.	
	[rësü]	received	reçu
		PRESENT	
1	[žë rëswa]	I receive	je reçois
2	[tü rëswa]	you "	tu reçois
3	[il rëswa]	he receives	il reçoit
4	[nu rësvò]	we receive	nous recevons
5	[vu rësvé]	you "	vous recevez
6	[il rëswav]	they "	ils reçoivent
		IMPERATIVE	
2	[rëswa]	receive	reçois
4	[rësvò]	let us receive	recevons
5	[rësvé]	receive	recevez
		PAST DESC.	
1	[žë rësvè]	I was receiving, I received	je recevais
		FUTURE	
1	[žë rësëvré]	I shall receive	je recevrai

52. [il y a].—When the "there" in "there is" or "there are" is emphatic—in other words, when the phrase accompanies or suggests a gesture, or is used in answer to a question "where is . . . . ?"—the French equivalent is, as we have seen, [vwala]. The time expressed by this word is always present.

But in such phrases as "there's a man in the street" or "there are three windows in the room," the phrases "there is" and "there are" merely denote existence—they are merely statistical, quite unemphatic, do not imply gesture, and do not reply to a question "where is . . . . ?" Moreover, these phrases may vary in time by changing the tense of the verb, as in "there was a man in the street."

When the phrase "there is" or "there are" is of this *second type it is* expressed in French by the proper form

of the impersonal phrase [il y a], *il y a*, which consists of the neuter pronoun [il], the adverb [i], sounded in this case, [y], and a 3d singular form of [avwar]. The verb remains singular even when the logical subject is plural.

Ex.: [il y a ën òm d*a* la rü].

[il y a dëz òm d*a* la rü].

In the past descriptive it becomes [il y avè], *il y avait:*

[il y avèt ën òm d*a* la rü].

In the future it becomes [il y òra], *il y aura:*

[il y òra déz òm d*a* lë vilaž].

In interrogation the phrase becomes [y a t il], *y a-t-il:*

[y a t il dé sòlda d*a* lë vilaž ?].

In negation it becomes [il n y a pa], *il n'y a pas:*

[il n y a pa dë pè isi].

When the pronoun [*a*] is used in connection with this phrase, the [*a*] follows the [i]:

[il y an a], there is some.

[il n y an a pa], there isn't any.

Word-List 18

[dim*a*š]	Sunday	dimanche
[lëdi]	Monday	lundi
[mardi]	Tuesday	mardi
[mèrkrëdi]	Wednesday	mercredi
[žëdi]	Thursday	jeudi
[v*a*drëdi]	Friday	vendredi
[samdi]	Saturday	samedi
[lëdi pròšè]	next Monday	lundi prochain
[lëdi dèrnyé]	last Monday	lundi dernier
[la sèzò]	the season	la saison
[lë prèt*a*]	the spring	le printemps
[l été] (m.)	the summer	l'été
[l ótòn] (m.)	the autumn	l'automne
[l ivèr] (m.)	the winter	l'hiver

[kòmasé]	to begin	commencer
[maršé]	to march, move, go	marcher
[gañé]	to win	gagner
[kité]	to leave	quitter
[apòrté]	to bring	apporter
[kasé]	to break	casser
[pët ètr]	perhaps	peut-être
[n è s pa]	*a request for assent:* "am I not," "isn't he," *etc.*	n'est-ce pas
purkwa]	why	pourquoi
pars kë]	because	parce que

EXERCISE 18

A. Identify forms of [puvwar] and [rësëvwar], and give them as called for.

B. [il y a dé sòlda da la rü, n è s pa? kat avé vu rësü sèt lètr? puvé vu vwar la vil? il arivra lëdi pròšè a üit ër é dmi. nu sòmz alé a la bak. il y avè déz òm da la mézò. léz avé vu vü? ilz ò kité lë vilaž. nu l avò déža gañé. nu lë kòmasrò samdi, pët ètr.]

C. I am going to the city next Tuesday. He will arrive tomorrow, won't he? When did he receive that letter? There are no cartridges, are there? There will be some soon. We shall march Thursday. Bring me a map.

LESSON XIX

53. [savwar].—

	INFINITIVE	
[savwar]	to know	savoir
	PRES. PART.	
[saša]	knowing	sachant
	PAST PART.	
[sü]	known	su

PRESENT

1	[žë sé]	I know	je sais
2	[tü sé]	you "	tu sais
3	[il sé]	he knows	il sait
4	[nu savò]	we know	nous savons
5	[vu savé]	you "	vous savez
6	[il sav]	they "	ils savent

IMPERATIVE

2	[saš]	know	sache
4	[sašò]	let us know	sachons
5	[sašé]	know	sachez

PAST DESC.

1	[žë savè]	I knew	je savais

FUTURE

1	[žë sòré]	I shall know	je saurai

54. [dëvwar].—

INFINITIVE

[dëvwar]	to owe, be obliged	devoir

PRES. PART.

[dëva]	being obliged	devant

PAST PART.

[dü]	been obliged	dû

PRESENT

1	[žë dwa]	I owe, must, am to	je dois
2	[tü dwa]	you must	tu dois
3	[il dwa]	he "	il doit
4	[nu dëvò]	we "	nous devons
5	[vu dëvé]	you "	vous devez
6	[il dwav]	they "	ils doivent

PAST DESC.

1	[žë dëvè]	I was obliged	je devais

FUTURE

1	*[žë dëvré]*	I shall be obliged	je devrai

Phrases of Quantity.—Several common phrases of ty consist of an adverb or adverbial phrase followed ı preposition [dë]. The most important are:

dë]	how much, how many	combien de
dë]	much, many, very many, a great many	beaucoup de
ıl dë]	a good deal of, a good many	pas mal de
|	a little, a few, not much, not many	peu de
ì]	enough	assez de
ì]	too much, too many	trop de
ì]	as much, as many	autant de

.: [kɔ̀byè dë tèbr? bóku dë füzi. pa mal d ɔ̀fisyé. asé dë pè].

Word-List 19

ɔañ]	the country	la campagne
	the field	le champ
]	the road	la route
è]	the way, road	le chemin
yé]	the path	le sentier
r]	the height	la hauteur
ıè]	the summit	le sommet
tañ]	the mountain	la montagne
;]	the slope	la pente
é]	the valley	la vallée
n]	the plain	la plaine
é]	the ditch	le fossé
a]	the wood	le bois
è]	the forest	la forêt
(m.)	the pond	l'étang
rè]	the swamp	le marais
	the hedge	la haie
r]	the river	le fleuve
vèr]	the (small) river	la rivière

[la surs]	the spring	la source
[la riv]	the bank	la rive
[lë pò]	the bridge	le pont

EXERCISE 19

A. Identify forms of [savwar] and [dëvwar] as pronounced by the instructor, and give forms as called for.

B. [a la kapañ il y a dé ša, dé satyé, dé fòrè, dé flëv, é dé rivyèr. savé vu u è la rut? lé frasè sò sür la riv góš, léz aglè sür la riv drwat. il y a dé sòlda ó sòmè dë sèt mòtañ, n è s pa? žë dwaz alé da la plèn. kòbyè dë divizyòz ènmi y a t il? il y an a trè pë. bóku dë ža èm la kapañ. mwa, žë në l èm pa trò. la kapañ è trè bèl. il n y a paz óta dë bèl šóz a la vil. kòbyè më dëvé vu? žë në sé pa kòbyè žë vu dwa. il y a pa mal dë sòlda da la rü. ilz ò dü arivé yèr.]

C. I must go there soon. You must go and see him next Thursday, at eight o'clock. I don't know where he is. They must be in the valley. Do you know where they are? There are many of them, are there not?

LESSON XX

56. Phrases with [avwar].—In several common French phrases a noun stands, without an article, as object of [avwar], the two words together being equivalent, in many cases, to the English "be" with an adjective. The most important are:

[avwar fè]	to be hungry	avoir faim
[avwar swaf]	to be thirsty	avoir soif
[avwar frwa]	to be cold	avoir froid
[avwar šó]	to be hot	avoir chaud
[avwar sòmèy]	to be sleepy	avoir sommeil
[avwar rèzò]	to be right	avoir raison
[avwar tòr]	to be wrong	avoir tort
[avwar bëzwè dë]	to need	avoir besoin de

57. Prepositions.—Among the commonest French prepositions—besides [a, dë, d*a*, pur]—are these:

avèk]	with	avec
s*a*]	without	sans
sür]	on	sur
su]	under	sous
dëv*a*]	in front of	devant
dèryèr]	behind	derrière
[av*a*]	ahead of	avant
aprè]	after	après
vèr]	toward	vers
šé]	at the house of	chez

58. Personal Pronouns Used with Prepositions.—The personal pronouns used with prepositions are to some extent different from those used with verbs. They are:

Sing.	1st	[mwa]	me	moi
	2d	[twa]	you	toi
	3d Masc.	[lüi]	him	lui
	Fem.	[èl]	her	elle
Pl.	1st	[nu]	us	nous
	2d	[vu]	you	vous
	3d Masc.	[ë]	them	eux
	Fem.	[èl]	them	elles

59. [a mwa].—The phrases [a mwa], [a lüi], etc., are often used after forms of [ètr] with the meanings "mine," "his," etc.

Ex.: [së füzi èt a mwa], this gun is mine.
[è s a vu?], is it yours?

[ètr a] is similarly used with other words.

Ex.: [a ki è s?], whose is it?
[s èt ó kapitèn], it's the captain's.

60. Other Uses of These Pronouns.—The pronouns *given in section* 58 are also used when the pronoun itself

constitutes a complete reply, as in [ki è s? mwa], who is it? I.

They are also used as predicate with [s è], as in [s è mwa], "it is I," and [è s vu?], "is it you?"

WORD-LIST 20

[la fèrm]	the farm	la ferme
[lë fèrmyé]	the farmer	le fermier
[lë péiza]	the peasant	le paysan
[lë laburër]	the farm hand	le laboureur
[la graž]	the barn	la grange
[l établ](f.)	the stable	l'étable
[lë vèržé]	the orchard	le verger
[lë püi]	the well	le puits
[la pay]	the straw	la paille
[lë fwè]	the hay	le foin
[lë blé]	the wheat	le blé
[la bèt]	the animal	la bête
[lë šval]	the horse	le cheval
[lé švó]	the horses	les chevaux
[lë mutò]	the sheep	le mouton
[la vaš]	the cow	la vache
[lë šyè]	the dog	le chien
[lë pulè]	the chicken	le poulet
[lë bëf]	the ox	le bœuf
[lé bë]	the oxen	les bœufs
[l an] (m.)	the ass, donkey	l'âne
[lë kanar]	the duck	le canard
[l wa] (f.)	the goose	l'oie

EXERCISE 20

A. Place each of the prepositions given in section 57 with each of the pronouns given in section 58.

B. [da sèt fèrm il y a üi švó, trèz vaš, é bóku dë mutò. *avé vu bëzwè* dë fwè pur lë šval? nò, il n a pa fè. mwa, *ž é swaf.* yèr ž avè frwa, mè óžurdüi ž é šó. lé pèna

travay bóku, n è s pa? wi, vuz avé rèzò. il travay plü kë nu. u è la graž? èl è dèryèr la mézò. a ki è së šyè? ki va vwar lë fèrmyé?]

C. What is the matter with you? I am cold. He is hungry. We are thirsty. You are sleepy. I need many things. Whose is it? It is mine. Let us go together to the farm. I don't want to arrive there before you. For whom is he looking? It [së] must be you or I.

The student should now review the earlier lessons from time to time, studying the statements as to spelling, and studying the last column in the several word-lists. He should enable himself to recognize the meaning of the French words from their appearance as printed. He may readily test his own progress in this respect by covering up the first two columns of the word-lists while identifying the words in the third column.

LESSON XXI

61. Verbs in [r].—A third main group of verbs, to be studied in Lessons XXI–XXIV, consists of those ending in the infinitive in [r], spelled *-re.* They are in general inflected like [pèrdr], as follows:

	INFINITIVE	
[pèrdr]	to lose	perdre
	PRES. PART.	
[pèrd*a*]	losing	perdant
	PAST PART.	
[pèrdü]	lost	perdu
	PRESENT	
1 [žë pèr]	I lose	je perds
2 [tü pèr]	you "	tu perds
3 [il pèr]	he loses	il perd
4 [nu pèrdò]	we lose	nous perdons
5 [vu pèrdé]	you "	vous perdez
6 *[il pèrd]*	they "	ils perdent

IMPERATIVE

2 [pèr]	lose	perds
4 [pèrdȯ]	let us lose	perdons
6 [pèrdé]	lose	perdez

PAST DESC.

1 [žë pèrdè]	I was losing	je perdais

FUTURE

1 [žë pèrdré]	I shall lose	je perdrai

Note that the consonant sound which in the infinitive precedes the [r] disappears in the singular forms of the present and the imperative.

Note that the three forms of the imperative are identical with the corresponding forms of the present. This is true for all the verbs that remain to be studied. The imperative forms will not hereafter be given in the inflections.

In all the verbs that remain to be studied the stem of the past descriptive is the same as the stem of the present participle. The past descriptive will not hereafter be given in the inflections.

Note that the final [r] of the infinitive reappears in the future. In most of the verbs that remain to be studied the stem of the future is identical with that of the infinitive. The inflection of the future will hereafter be specially indicated only for those few verbs in which the stem of the future differs from the stem of the infinitive.

Other common verbs in [dr], inflected exactly like [pèrdr], are [répȯdr], to answer, *répondre;* [vadr], to sell, *vendre;* [radr], to give back, *rendre;* [atadr], to hear, *entendre;* [...dr], to wait for, expect, *attendre;* [défadr], to d...*ndre*, and [désadr], to come down, *descendre*. Th...se of [désadr], like that of its opposite, [m...d with the present of [ètr]: [žë süi désadū], I ...wn, etc.

62. [pr*a*dr].—The verb [pr*a*dr], to take, *prendre*, is peculiar in some respects:

INFINITIVE	
[pr*a*dr]	prendre
PRES. PART.	
[prĕn*a*]	prenant
PAST PART.	
[pri]	pris
PRESENT	
1 [pr*a*]	je prends
2 [pr*a*]	tu prends
3 [pr*a*]	il prend
4 [prĕnȯ]	nous prenons
5 [prĕné]	vous prenez
6 [prèn]	ils prennent

The compound [kȯpr*a*dr], to understand, *comprendre*, is inflected like [pr*a*dr].

63. Numerals: 70–100.—

[swas*a*t dis]	70	soixante dix
[swas*a*t ȯz]	71	" onze
[swas*a*t duz]	72	" douze
[swas*a*t trèz]	73	" treize
[swas*a*t katȯrz]	74	" quatorze
[swas*a*t kèz]	75	" quinze
[swas*a*t sèz]	76	" seize
[swas*a*t dis sĕt]	77	" dix sept
[swas*a*t diz üit]	78	" dix huit
[swas*a*t diz nĕf]	79	" dix neuf
[katr vè]	80	quatre vingts
[katr vè ĕ]	81	" vingt un
[katr vèt dĕ]	82	" " deux
[katr vè trwa]	83	" " trois
[katr vè katr]	84	" " quatre
[katr vè sĕk]	85	" " cinq

IMPERATIVE

2 [pèr]	lose	perds
4 [pèrdó]	let us lose	perdons
6 [pèrdé]	lose	perdez

PAST DESC.

1 [žë pèrdè]	I was losing	je perdais

FUTURE

1 [žë pèrdré]	I shall lose	je perdrai

Note that the consonant sound which in the infinitive precedes the [r] disappears in the singular forms of the present and the imperative.

Note that the three forms of the imperative are identical with the corresponding forms of the present. This is true for all the verbs that remain to be studied. The imperative forms will not hereafter be given in the inflections.

In all the verbs that remain to be studied the stem of the past descriptive is the same as the stem of the present participle. The past descriptive will not hereafter be given in the inflections.

Note that the final [r] of the infinitive reappears in the future. In most of the verbs that remain to be studied the stem of the future is identical with that of the infinitive. The inflection of the future will hereafter be specially indicated only for those few verbs in which the stem of the future differs from the stem of the infinitive.

Other common verbs in [dr], inflected exactly like [pèrdr], are [répòdr], to answer, *répondre;* [vadr], to sell, *vendre;* [radr], to give back, *rendre;* [atadr], to hear, *entendre;* [atadr], to wait for, expect, *attendre;* [défadr], to defend, *défendre*, and [désadr], to come down, *descendre.* The perfect tense of [désadr], like that of its opposite, [*mòté*], is formed with the present of [ètr]: [žë süi désadü], I have come down, etc.

62. [pr*a*dr].—The verb [pr*a*dr], to take, *prendre*, is peculiar in some respects:

INFINITIVE	
[pr*a*dr]	prendre
PRES. PART.	
[prĕn*a*]	prenant
PAST PART.	
[pri]	pris
PRESENT	
1 [pr*a*]	je prends
2 [pr*a*]	tu prends
3 [pr*a*]	il prend
4 [prĕnò]	nous prenons
5 [prĕné]	vous prenez
6 [prèn]	ils prennent

The compound [kòpr*a*dr], to understand, *comprendre*, is inflected like [pr*a*dr].

63. Numerals: 70–100.—

[swas*a*t dis]	70	soixante dix
[swas*a*t òz]	71	" onze
[swas*a*t duz]	72	" douze
[swas*a*t trèz]	73	" treize
[swas*a*t katòrz]	74	" quatorze
[swas*a*t kèz]	75	" quinze
[swas*a*t sèz]	76	" seize
[swas*a*t dis sĕt]	77	" dix sept
[swas*a*t diz üit]	78	" dix huit
[swas*a*t diz nëf]	79	" dix neuf
[katr vè]	80	quatre vingts
[katr vè ĕ]	81	" vingt un
[katr vèt dë]	82	" " deux
[katr vè trwa]	83	" " trois
[katr vè katr]	84	" " quatre
[katr vè sèk]	85	" " cinq

[katr vè dis]	90	quatre vingt dix
[katr vè òz]	91	" " onze
[katr vè duz]	92	" " douze
[katr vè trèz]	93	" " treize
[katr vè katòrz]	94	" " quatorze
[katr vè kèz]	95	" " quinze
[sa]	100	cent

[sa] becomes [sat] before a noun beginning with a vowel, as in [sat òm].

Word-List 21

[l abülas] (f.)	the ambulance, field hospital	l'ambulance
[l abülasyé] (m.)	the ambulance driver	l'ambulancier
[la krwa ruž]	the Red Cross	la Croix Rouge
[lë médsè mažòr]	the (military) doctor	le médecin major
[lë mažòr]	the (military) doctor	le major
[l òpital] (m.)	the hospital	l'hôpital
[lë pòst dë skur]	the first-aid station	le poste de secours
[lë brakar]	the stretcher	le brancard
[lë brakardyé]	the stretcher-bearer	le brancardier
[l èfirmyé] (m.)	the nurse	l'infirmier
[l èfirmyèr] (f.)	the nurse	l'infirmière
[lë malad]	the patient	le malade
[lë blèsé]	the wounded man	le blessé
[la plè]	the sore, wound	la plaie
[la blèsür]	the wound	la blessure
[lë pasma]	the dressing	le pansement
[lë sa]	the blood	le sang
[pasé]	to dress (wounds)	panser
[vizité]	to inspect "	visiter
[sóvé]	to save	sauver
[kózé]	to talk, chat	causer
[dirižé]	to direct	diriger

Exercise 21

A. Identify forms of the verbs in sections 61 and 62, and give forms as called for.

B. Identify numerals from 1 to 100, and give them as called for.

C. [nuz avò bóku d blèsé. *a*vwayé l *a*bül*a*s. lé *p*r*a*kardyé sòt arivé ó pòst dë skur. il pèr bóku d s*a*. *a*vé vu parlé ó mažòr? k a t il répòdü? l èfirmyé va *p*as*é* sa blèsür. vwala déz *a*bül*a*syé dë la krwa ruž. lë nédsè mažòr diriž lë p*a*sm*a*. u èt il dés*a*dü? èl kóz avèk é malad. kòprënė vu?]

D. Where is the first-aid station? They will send the ambulance soon. Do you see the red cross on the hospital? Here is the stretcher. How many wounded are there? The doctor will inspect the wound. The stretcher-bearers saved him. I don't understand.

LESSON XXII

64. Verbs in [tr].—The verb [batr], to beat, is inflected as follows:

INFINITIVE	
[batr]	battre
PRES. PART.	
[bat*a*]	battant
PAST PART.	
[batü]	battu
PRESENT	
1 [žë ba]	je bats
2 [tü ba]	tu bats
3 [il ba]	il bat
4 [nu batò]	nous battons
5 [vu baté]	vous battez
6 [il bat]	ils battent

The verb [abatr], to beat down, bring down, *abattre*, is inflected like [batr]. The verb [mètr], to put, *mettre*, is inflected like [batr], except that its past participle is [mi], *mis*. [pèrmètr], to permit, *permettre*, is inflected like [mètr].

The verb [kònètr], to know, is inflected as follows:

INFINITIVE	
[kònètr]	connaître
PRES. PART.	
[kònèsa]	connaissant
PAST PART.	
[kònü]	connu
PRESENT	
1 [žë kònè]	je connais
2 [tü kònè]	tu connais
3 [il kònè]	il connaît
4 [nu kònèsò]	nous connaissons
5 [vu kònèsé]	vous connaissez
6 [il kònès]	ils connaissent

[kònètr] expresses acquaintance with persons, whereas [savwar] expresses knowledge of things.

[parètr], to appear, *paraître*, and [disparètr], to disappear, *disparaître*, are inflected like [kònètr].

65. Verbs in [vr].—The verb [vivr], to live, is inflected as follows:

INFINITIVE	
[vivr]	vivre
PRES. PART.	
[viva]	vivant
PAST PART.	
[vékü]	vécu
PRESENT	
1 [žë vi]	je vis
2 [tü vi]	tu vis
3 [il vi]	il vit
4 [nu vivò]	nous vivons
5 [vu vivé]	vous vivez
6 [il viv]	ils vivent

The verb [süivr], to follow, *suivre*, is inflected like [vivr], except that its past participle is [süivi], *suivi*.

66. Interrogation with [è s kë].—In addition to asking a question by inverting the position of subject pronoun and verb as in English, the French often turn an assertion into a question by prefixing [è s kë], literally, "is it that," spelled *est-ce que*.

Ex.: [è s k il èt arivé?] Has he come? Est-ce qu'il est arrivé?

[è s kë l ènmi a ataké?] Did the enemy attack? Est-ce que l'ennemi a attaqué?

67. Composite Interrogatives.—Instead of the simple interrogative pronouns [ki] *qui?* (subject and object for persons) and [kë] *que?* (object or predicate for things), composite forms with [è s] are often used.

Ex.: [ki è s ki a parlé?] Who spoke? Qui est-ce qui a parlé?

[ki è s kë sèt bal a frapé?] Whom did that bullet hit? Qui est-ce que cette balle a frappé?

[k è s k il apòrt?] What's he bringing? Qu'est-ce qu'il apporte?

[k è s kë s è?] What is it? Qu'est-ce que c'est?

WORD-LIST 22

[l ótòmòbil] (m.)	the automobile	l'automobile
[l ótó]	the automobile	l'auto
[lë kamyò]	the truck	le camion
[la mótósiklèt]	the motorcycle	la motocyclette
[lë mótër]	the motor	le moteur
[la bisiklèt]	the bicycle	la bicyclette
[lë pétròl]	the gasoline	le pétrole
[l èsas] (f.)	the gasoline	l'essence
[lë pnë]	the tire	le pneu
[la ru]	the wheel	la roue
[lë karbüratër]	the carburetor	le carburateur

[lë vòl*a*]	the steering wheel	le volant
[la pil élèktrik]	the storage battery	la pile électrique
[lë kautšu]	the rubber	le caoutchouc
[la klé *a*glèz]	the monkey wrench	la clef anglaise
[drwa, drwat]	right	droit, droite
[góš]	left	gauche
[vit]	quickly	vite
[l*a*tm*a*]	slowly	lentement
[*a*fè]	finally	enfin
[žüsk a]	until	jusqu'à

EXERCISE 22

A. Identify forms of the verbs in sections 64 and 65, and give forms as called for.

B. [u sò léz ótó? avé vu pri asé dë pétròl? sé pnë në sò pa bò. dòné mwa sèt klé *a*glèz, s i vu plè. k è s kë s è? lë mótër në marš pa. žë pr*a*dré la mótósiklèt. èl va plü vit. è s kë vu kònèsé sèt òm? è s kë vu savé u il è? žë vè lë süivr. lë vòl*a* è kasé. lë pèrmèté vu?]

C. Give me some gasoline. Stop that truck. Are the tires good? The right wheel is broken. Do you know him? Do you know what time it is? Have they any rubber? What is it? Take the motorcycle.

LESSON XXIII

68. Verbs in [ir], ***-ire.***—The verb [lir], "to read," is inflected as follows:

INFINITIVE

[lir] lire

PRES. PART.

[liz*a*] lisant

PAST PART.

[lü] lu

PRESENT

1 [žë li] je lis
2 [tü li] tu lis
3 [il li] il lit
4 [nu lizò] nous lisons
5 [vu lizé] vous lisez
6 [il liz] ils lisent

The verb [ékrir], "to write," is inflected as follows:

INFINITIVE

[ékrir] écrire

PRES. PART.

[ékriva] écrivant

PAST PART.

[ékri] écrit

PRESENT

like that of [lir].

The verb [tradüir], "to translate," is inflected as ows:

INFINITIVE

[tradüir] traduire

PRES. PART.

[tradüiza] traduisant

PAST PART.

[tradüi] traduit

PRESENT

like that of [lir].

The verbs [kòdüir], to conduct, to drive, *conduire*, trüir], to construct, *construire*, and [rédüir], to reduce, *uire*, are inflected like [tradüir].

lə volɑ̃	the steering wheel	le volant
la pil elɛktrik	the storage battery	la pile électrique
lə kautʃu	the rubber	le caoutchouc
la lɑ̃g ɑ̃glɛz	the English language	la langue anglaise
[illegible]	right	droit, droite
goʃ	left	gauche
vit	quickly	vite
lɑ̃tmɑ̃	slowly	lentement
ɑ̃fɛ̃	finally	enfin
ʒysk a	until	jusqu'à

Exercise 22

A. Identify forms of the verbs in sections 64 and 65 and give forms as called for.

B. [illegible] le petrol [illegible] lə motœr [illegible] motosiklɛt [illegible]

C. Give me some gasoline. Stop that truck. Are the tires good? The right wheel is broken. Do you know him? Do you know what time it is? Have they any rubber? What is it? Take the motorcycle.

LESSON XXIII

68. Verbs in [ir]**.** — The [illegible] inflected as follows [illegible]

PAST PART.

[lü]	lu

PRESENT

1 [žë li]	je lis
2 [tü li]	tu lis
3 [il li]	il lit
4 [nu lizȯ]	nous lisons
5 [vu lizé]	vous lisez
6 [il liz]	ils lisent

rb [ékrir], "to write," is inflected as follows:

INFINITIVE

[ékrir]	écrire

PRES. PART.

[ékriva]	écrivant

PAST PART.

[ékri]	écrit

PRESENT

like that of [lir].

erb [tradüir], "to translate," is inflected as

INFINITIVE

[tradüir]	traduire

PRES. PART.

[tradüiza]	traduisant

PAST PART.

[tradüi]	traduit

PRESENT

like that of [lir].

[kȯdüir], to conduct, to drive, *conduire*, [...]struct, *construire*, and [rédüir], to reduce, [...]cted like [tradüir].

[la surs]	the spring	la source
[la riv]	the bank	la rive
[lë pȯ]	the bridge	le pont

EXERCISE 19

A. Identify forms of [savwar] and [dëvwar] as pronounced by the instructor, and give forms as called for.

B. [a la kapañ il y a dé ša, dé satyé, dé fòrè, dé flëv, é dé rivyèr. savé vu u è la rut? lé frasè sȯ sür la riv gȯš, léz aglè sür la riv drwat. il y a dé sòlda ó sòmè dë sèt mȯtañ, n è s pa? žë dwaz alé da la plèn. kȯbyè dë divizyȯz ènmi y a t il? il y an a trè pë. bóku dë ža èm la kapañ. mwa, žë në l èm pa trò. la kapañ è trè bèl. il n y a paz óta dë bèl šóz a la vil. kȯbyè më dëvé vu? žë në sé pa kȯbyè žë vu dwa. il y a pa mal dë sòlda da la rü ilz ȯ dü arivé yèr.]

C. I must go there soon. You must go and see him next Thursday, at eight o'clock. I don't know where he is. They must be in the valley. Do you know where they are? There are many of them, are there not?

LESSON XX

56. Phrases with [avwar].—In several common French phrases a noun stands, without an article, as object of [avwar], the two words together being equivalent, in many cases, to the English "be" with an adjective. The most important are:

[avwar fè]	to be hungry	avoir faim
[avwar swaf]	to be thirsty	avoir soif
[avwar frwa]	to be cold	avoir froid
[avwar šó]	to be hot	avoir chaud
[avwar sòmèy]	to be sleepy	avoir sommeil
[avwar rèzȯ]	to be right	avoir raison
[avwar tȯr]	to be wrong	avoir tort
[avwar bëzwè dë]	to need	avoir besoin de

57. Prepositions.—Among the commonest French prepositions—besides [a, dë, d*a*, pur]—are these:

[avèk]	with	avec
[s*a*]	without	sans
[sür]	on	sur
[su]	under	sous
[dëv*a*]	in front of	devant
[dèryèr]	behind	derrière
[av*a*]	ahead of	avant
[aprè]	after	après
[vèr]	toward	vers
[šé]	at the house of	chez

58. Personal Pronouns Used with Prepositions.—The personal pronouns used with prepositions are to some extent different from those used with verbs. They are:

Sing.	1st	[mwa]	me	moi
	2d	[twa]	you	toi
	3d Masc.	[lüi]	him	lui
	Fem.	[èl]	her	elle
Pl.	1st	[nu]	us	nous
	2d	[vu]	you	vous
	3d Masc.	[ë]	them	eux
	Fem.	[èl]	them	elles

59. [a mwa].—The phrases [a mwa], [a lüi], etc., are often used after forms of [ètr] with the meanings "mine," "his," etc.

Ex.: [së füzi èt a mwa], this gun is mine.
[è s a vu?], is it yours?

[ètr a] is similarly used with other words.

Ex.: [a ki è s?], whose is it?
[s èt ó kapitèn], it's the captain's.

60. *Other* Uses of These Pronouns.—The pronouns *given in section* 58 are also used when the pronoun itself

constitutes a complete reply, as in [ki è s? mwa], who is it? I.

They are also used as predicate with [s è], as in [s è mwa], "it is I," and [è s vu?], "is it you?"

WORD-LIST 20

[la fèrm]	the farm	la ferme
[lë fèrmyé]	the farmer	le fermier
[lë péiza]	the peasant	le paysan
[lë laburër]	the farm hand	le laboureur
[la graž]	the barn	la grange
[l étabI](f.)	the stable	l'étable
[lë vèržé]	the orchard	le verger
[lë püi]	the well	le puits
[la pay]	the straw	la paille
[lë fwè]	the hay	le foin
[lë blé]	the wheat	le blé
[la bèt]	the animal	la bête
[lë šval]	the horse	le cheval
[lé švó]	the horses	les chevaux
[lë mutò]	the sheep	le mouton
[la vaš]	the cow	la vache
[lë šyè]	the dog	le chien
[lë pulè]	the chicken	le poulet
[lë bëf]	the ox	le bœuf
[lé bë]	the oxen	les bœufs
[l an] (m.)	the ass, donkey	l'âne
[lë kanar]	the duck	le canard
[l wa] (f.)	the goose	l'oie

EXERCISE 20

A. Place each of the prepositions given in section 57 with each of the pronouns given in section 58.

B. [da sèt fèrm il y a üi švó, trèz vaš, é bóku dë mutò. *avé vu bëzwè dë fwè* pur lë šval? nò, il n a pa fè. mwa, *ž é swaf.* yèr ž avè frwa, mè óžurdüi ž é šó. lé pétit

travay bóku, n è s pa? wi, vuz avé rèzò. il travay plü kë nu. u è la *graž*? èl è dèryèr la mézò. a ki è së šyè? ki va vwar lë fèrmyé?]

C. What is the matter with you? I am cold. He is hungry. We are thirsty. You are sleepy. I need many things. Whose is it? It is mine. Let us go together to the farm. I don't want to arrive there before you. For whom is he looking? It [së] must be you or I.

The student should now review the earlier lessons from time to time, studying the statements as to spelling, and studying the last column in the several word-lists. He should enable himself to recognize the meaning of the French words from their appearance as printed. He may readily test his own progress in this respect by covering up the first two columns of the word-lists while identifying the words in the third column.

LESSON XXI

61. Verbs in [r].—A third main group of verbs, to be studied in Lessons XXI–XXIV, consists of those ending in the infinitive in [r], spelled *-re*. They are in general inflected like [pèrdr], as follows:

	INFINITIVE	
[pèrdr]	to lose	perdre
	PRES. PART.	
[pèrd*a*]	losing	perdant
	PAST PART.	
[pèrdü]	lost	perdu
	PRESENT	
1 [žë pèr]	I lose	je perds
2 [tü pèr]	you "	tu perds
3 [il pèr]	he loses	il perd
4 [nu pèrdò]	we lose	nous perdons
5 [vu pèrdé]	you "	vous perdez
6 [il pèrd]	they "	ils perdent

	IMPERATIVE	
2 [pèr]	lose	perds
4 [pèrdȯ]	let us lose	pẹrdons
6 [pèrdé]	lose	perdẹz
	PAST DESC.	
1 [žë pèrdè]	I was losing	je perdais
	FUTURE	
1 [žë pèrdré]	I shall lose	je perdrai

Note that the consonant sound which in the infinitive precedes the [r] disappears in the singular forms of the present and the imperative.

Note that the three forms of the imperative are identical with the corresponding forms of the present. This is true for all the verbs that remain to be studied. The imperative forms will not hereafter be given in the inflections.

In all the verbs that remain to be studied the stem of the past descriptive is the same as the stem of the present participle. The past descriptive will not hereafter be given in the inflections.

Note that the final [r] of the infinitive reappears in the future. In most of the verbs that remain to be studied the stem of the future is identical with that of the infinitive. The inflection of the future will hereafter be specially indicated only for those few verbs in which the stem of the future differs from the stem of the infinitive.

Other common verbs in [dr], inflected exactly like [pèrdr], are [répȯdr], to answer, *répondre;* [vadr], to sell, *vendre;* [radr], to give back, *rendre;* [atadr], to hear, *entendre;* [atadr], to wait for, expect, *attendre;* [défadr], to defend, *défendre,* and [désadr], to come down, *descendre.* The perfect tense of [désadr], like that of its opposite, *[mȯté], is* formed with the present of [ètr]: [žë süi désadü], *I have come down,* etc.

62. [pradr].—The verb [pradr], to take, *prendre*, is peculiar in some respects:

INFINITIVE	
[pradr]	prendre
PRES. PART.	
[prëna]	prenant
PAST PART.	
[pri]	pris
PRESENT	
1 [pra]	je prends
2 [pra]	tu prends
3 [pra]	il prend
4 [prënò]	nous prenons
5 [prëné]	vous prenez
6 [prèn]	ils prennent

The compound [kòpradr], to understand, *comprendre*, is inflected like [pradr].

63. Numerals: 70–100.—

[swasat dis]	70	soixante dix
[swasat òz]	71	" onze
[swasat duz]	72	" douze
[swasat trèz]	73	" treize
[swasat katòrz]	74	" quatorze
[swasat kèz]	75	" quinze
[swasat sèz]	76	" seize
[swasat dis sèt]	77	" dix sept
[swasat diz üit]	78	" dix huit
[swasat diz nëf]	79	" dix neuf
[katr vè]	80	quatre vingts
[katr vè ë]	81	" vingt un
[katr vèt dë]	82	" " deux
[katr vè trwa]	83	" " trois
[katr vè katr]	84	" " quatre
[katr vè sèk]	85	" " cinq

[katr vè dis]	90	quatre vingt dix
[katr vè òz]	91	" " onze
[katr vè duz]	92	" " douze
[katr vè trèz]	93	" " treize
[katr vè katòrz]	94	" " quatorze
[katr vè kèz]	95	" " quinze
[sa]	100	cent

[sa] becomes [sat] before a noun beginning with a vowel, as in [sat òm].

Word-List 21

[l abülas] (f.)	the ambulance, field hospital	l'ambulance
[l abülasyé] (m.)	the ambulance driver	l'ambulancier
[la krwa ruž]	the Red Cross	la Croix Rouge
[lë médsè mažòr]	the (military) doctor	le médecin major
[lë mažòr]	the (military) doctor	le major
[l òpital] (m.)	the hospital	l'hôpital
[lë pòst dë skur]	the first-aid station	le poste de secours
[lë brakar]	the stretcher	le brancard
[lë brakardyé]	the stretcher-bearer	le brancardier
[l èfirmyé] (m.)	the nurse	l'infirmier
[l èfirmyèr] (f.)	the nurse	l'infirmière
[lë malad]	the patient	le malade
[lë blèsé]	the wounded man	le blessé
[la plè]	the sore, wound	la plaie
[la blèsür]	the wound	la blessure
[lë pasma]	the dressing	le pansement
[lë sa]	the blood	le sang
[pasé]	to dress (wounds)	panser
[vizité]	to inspect "	visiter
[sóvé]	to save	sauver
[kózé]	to talk, chat	causer
[dirižé]	to direct	diriger

Exercise 21

A. Identify forms of the verbs in sections 61 and 62, and give forms as called for.

B. Identify numerals from 1 to 100, and give them as called for.

C. [nuz avò bóku d blèsé. *a*vwayé l *a*bülas. lé br*a*kardyé sòt arivé ó pòst dë skur. il pèr bóku d s*a*. avé vu parlé ó mažòr? k a t il répòdü? l èfirmyé va p*a*sé sa blèsür. vwala déz *a*bülasyé dë la krwa ruž. lë médsè mažòr diriž lë p*a*sm*a*. u èt il dés*a*dü? èl kóz avèk lé malad. kòprëné vu?]

D. Where is the first-aid station? They will send the ambulance soon. Do you see the red cross on the hospital? Here is the stretcher. How many wounded are there? The doctor will inspect the wound. The stretcher-bearers saved him. I don't understand.

LESSON XXII

64. Verbs in [tr].—The verb [batr], to beat, is inflected as follows:

INFINITIVE	
[batr]	battre
PRES. PART.	
[bat*a*]	battant
PAST PART.	
[batü]	battu
PRESENT	
1 [žë ba]	je bats
2 [tü ba]	tu bats
3 [il ba]	il bat
4 [nu batò]	nous battons
5 [vu baté]	vous battez
6 [il bat]	ils battent

The verb [abatr], to beat down, bring down, *abattre*, is inflected like [batr]. The verb [mètr], to put, *mettre*, is inflected like [batr], except that its past participle is [mi], *mis*. [pèrmètr], to permit, *permettre*, is inflected like [mètr].

The verb [kònètr], to know, is inflected as follows:

	INFINITIVE	
	[kònètr]	connaître
	PRES. PART.	
	[kònèsa]	connaissant
	PAST PART.	
	[kònü]	connu
	PRESENT	
1	[žë kònè]	je connais
2	[tü kònè]	tu connais
3	[il kònè]	il connaît
4	[nu kònèsò]	nous connaissons
5	[vu kònèsé]	vous connaissez
6	[il kònès]	ils connaissent

[kònètr] expresses acquaintance with persons, whereas [savwar] expresses knowledge of things.

[parètr], to appear, *paraître*, and [disparètr], to disappear, *disparaître*, are inflected like [kònètr].

65. Verbs in [vr].—The verb [vivr], to live, is inflected as follows:

	INFINITIVE	
	[vivr]	vivre
	PRES. PART.	
	[viva]	vivant
	PAST PART.	
	[vékü]	vécu
	PRESENT	
1	[žë vi]	je vis
2	[tü vi]	tu vis
3	[il vi]	il vit
4	[nu vivò]	nous vivons
5	[vu vivé]	vous vivez
6	[il viv]	ils vivent

The verb [süivr], to follow, *suivre*, is inflected like [vivr], except that its past participle is [süivi], *suivi*.

66. Interrogation with [è s kë].—In addition to asking a question by inverting the position of subject pronoun and verb as in English, the French often turn an assertion into a question by prefixing [è s kë], literally, "is it that," spelled *est-ce que*.

Ex.: [è s k il èt arivé?] Has he come? Est-ce qu'il est arrivé?

[è s kë l ènmi a ataké?] Did the enemy attack? Est-ce que l'ennemi a attaqué?

67. Composite Interrogatives.—Instead of the simple interrogative pronouns [ki] *qui?* (subject and object for persons) and [kë] *que?* (object or predicate for things), composite forms with [è s] are often used.

Ex.: [ki è s ki a parlé?] Who spoke? Qui est-ce qui a parlé?

[ki è s kë sèt bal a frapé?] Whom did that bullet hit? Qui est-ce que cette balle a frappé?

[k è s k il apòrt?] What's he bringing? Qu'est-ce qu'il apporte?

[k è s kë s è?] What is it? Qu'est-ce que c'est?

WORD-LIST 22

[l ótòmòbil] (m.)	the automobile	l'automobile
[l ótó]	the automobile	l'auto
[lë kamyò]	the truck	le camion
[la mótósiklèt]	the motorcycle	la motocyclette
[lë mótër]	the motor	le moteur
[la bisiklèt]	the bicycle	la bicyclette
[lë pétròl]	the gasoline	le pétrole
[l èsas] (f.)	the gasoline	l'essence
[lë pnë]	the tire	le pneu
[la ru]	the wheel	la roue
[lë karbüratër]	the carburetor	le carburateur

[lë vòl*a*]	the steering wheel	le volant
[la pil élèktrik]	the storage battery	la pile électrique
[lë kautšu]	the rubber	le caoutchouc
[la klé *a*glèz]	the monkey wrench	la clef anglaise
[drwa, drwat]	right	droit, droite
[góš]	left	gauche
[vit]	quickly	vite
[l*a*tm*a*]	slowly	lentement
[*a*fè]	finally	enfin
[žüsk a]	until	jusqu'à

EXERCISE 22

A. Identify forms of the verbs in sections 64 and 65, and give forms as called for.

B. [u sò léz ótó? avé vu pri asé dë pétròl? sé pnë në sò pa bò. dòné mwa sèt klé *a*glèz, s i vu plè. k è s kë s è? lë mótër në marš pa. žë pradré la mótósiklèt. èl va plü vit. è s kë vu kònèsé sèt òm? è s kë vu savé u il è? žë vè lë süivr. lë vòl*a* è kasé. lë pèrmèté vu?]

C. Give me some gasoline. Stop that truck. Are the tires good? The right wheel is broken. Do you know him? Do you know what time it is? Have they any rubber? What is it? Take the motorcycle.

LESSON XXIII

68. Verbs in [ir], *-ire*.—The verb [lir], "to read," is inflected as follows:

INFINITIVE	
[lir]	lire
PRES. PART.	
[liz*a*]	lisant

PAST PART.

[lü]	lu

PRESENT

1 [žë li]	je lis
2 [tü li]	tu lis
3 [il li]	il lit
4 [nu lizò]	nous lisons
5 [vu lizé]	vous lisez
6 [il liz]	ils lisent

The verb [ékrir], "to write," is inflected as follows:

INFINITIVE

[ékrir]	écrire

PRES. PART.

[ékriva]	écrivant

PAST PART.

[ékri]	écrit

PRESENT

like that of [lir].

The verb [tradüir], "to translate," is inflected as ows:

INFINITIVE

[tradüir]	traduire

PRES. PART.

[tradüiza]	traduisant

PAST PART.

[tradüi]	traduit

PRESENT

like that of [lir].

The verbs [kòdüir], to conduct, to drive, *conduire*, trüir], to construct, *construire*, and [rédüir], to reduce, *ire, are inflected* like [tradüir].

69. Verbs in [war], *-oire*.—The verb [bwar], "to drink, is inflected as follows:

INFINITIVE

[bwar] boire

PRES. PART.

[büv*a*] buvant

PAST PART.

[bü] bu

PRESENT

1	[žë bwa]	je bois
2	[tü bwa]	tu bois
3	[il bwa]	il boit
4	[nu büvȯ]	nous buvons
5	[vu büvé]	vous buvez
6	[il bwav]	ils boivent

The verb [krwar], "to believe," is inflected as follow

INFINITIVE

[krwar] croire

PRES. PART

[krway*a*] croyant

PAST PART.

[krü] cru

PRESENT

1	[žë krwa]	je crois
2	[tü krwa]	tu crois
3	[il krwa]	il croit
4	[nu krwayȯ]	nous croyons
5	[vu krwayé]	vous croyez
6	[il krwa]	ils croient

[krwar] is equivalent to English "think," in the sei *of* "suppose," "reckon," "expect."

ıe French equivalent of "so" in phrases like "I so," "he says so," is [lē], as in [žē lē krwa], I think so.

. **Numerals above 100.**—The "hundreds" are [dë 00; *deux cents;* [trwa sa], 300, *trois cents;* etc. [sa] nes [saz] before a noun beginning with a vowel, as saz òm].

ır numbers from 101 to 199, 201–299, etc., the rals for 1–99 are placed immediately after [sa], [dë tc. The [sa] is in this case spelled *cent*, never *cents.*

	101	cent un
s]	110	cent dix
t é ë]	121	cent vingt et un
ë]	201	deux cent un
swasat trwa]	263	deux cent soixante trois
katr vè òz]	791	sept cent quatre vingt onze

00 is [mil], *mille;* and its multiples are [dë mil], *deux* [trwa mil], *trois mille;* etc.

ır "hundreds" between the "thousands" one may ither [mil sa] or [òz sa]; either [mil dë sa] or [duz sa];

[mil ë]	1001
[mil karat dë]	1042
[mil katr sa katr vè duz]	1492
[mil sè sa swasat sèz]	1776
[mil sè sa katr vèt nëf]	1789
[mil në sa katòrz]	1914
[mil në sa kèz]	1915
[mil në sa sèz]	1916
[mil në sa dis sèt]	1917
[mil në sa diz üit]	1918
[sè mil]	5000
[di mil]	10000
[dë sa mil]	200000

1,000,000 is [ẽ milyò], *un million;* 1,000,000,00 [ẽ milyar], *un milliard.* These two words are nouns, adjectives, and require [dë] before the noun they moc as in [trwa milyò d òm], three million men; [sè milya dòlar], five billion dollars.

Word-List 23

[lë syèl]	the sky	le ciel
[lë sòlèy]	the sun	le soleil
[la tèr]	the earth	la terre
[la lün]	the moon	la lune
[l étwal] (f.)	the star	l'étoile
[l étwal pòlèr] (f.)	the north star	l'étoile polaire
[lë ta]	the time, weather	le temps
[lë nüaž]	the cloud	le nuage
[l éklèr] (m.)	the flash of lightning	l'éclair
[la tònèr]	the thunder	la tonnerre
[la plüi]	the rain	la pluie
[la nèž]	the snow	la neige
[lë bruyar]	the fog	le brouillard
[la bu]	the mud	la boue
[l èrb] (f.)	the grass	l'herbe
[l arbr] (m.)	the tree	l'arbre
[lë büisò]	the bush	le buisson
[l ób] (f.)	the dawn	l'aube
[lë krépüsköl]	the twilight	le crépuscule
[lë lëvé dü sòlèy]	the sunrise	le lever du sole
[lë kušé dü sòlèy]	the sunset	le coucher du so

Exercise 23

A. Identify forms of the verbs in sections 68 and and give forms as called for.

B. Identify numerals as pronounced by the instruc *and give* numerals as called for.

C. [a l ób léz étwal disparès ün a ün. alòr nu puvò vwar lẽ sòlèy da l syèl, é bóku d šóz sür la tèr. nu vwayò l èrb, léz arbr é lé büisò. mè kat il y a dü bruyar nu në vwayò pa byè. ó krépüskül nu vwayò la lün dèryèr dé nüaž. alòr lé péiza kòdüiz lé bèt a l établ é lër dòn a bwar é a mažé. lé sòlda ékriv dé lètr u liz dé livr. kòbyè dẽ sòlda y a t il da l armé? il y an a ẽ milyò.]

D. I have received a letter from my brother. He wrote it in English [an aglè]. He could not write it in French. I will read it to you. Don't you understand? Then I will translate it. We arrive at sunset, don't we? I think so, but I don't know.

LESSON XXIV

71. [dir].—The verb [dir], "to tell," "say," is inflected as follows:

INFINITIVE

[dir] dire

PRES. PART.

[diza] disant

PAST PART.

[di] dit

PRESENT

1	[žẽ di]	je dis
2	[tü di]	tu dis
3	[il di]	il dit
4	[nu dizò]	nous disons
5	[vu dit]	vous dites
6	[il diz]	ils disent

Note the peculiar forms of the 2d plural—like the 2d plural forms [èt] from [ètr] and [fèt] from [fèr] (see the next section).

72. [fèr].—The verb [fèr], "to make," "do," is inflected as follows:

INFINITIVE

[fèr]	faire

PRES. PART.

[fëza]	faisant

PAST PART.

[fè]	fait

PRESENT

1	[žë fè]	je fais
2	[tü fè]	tu fais
3	[il fè]	il fait
4	[nu fëzò]	nous faisons
5	[vu fèt]	vous faites
6	[il fò]	ils font

FUTURE

1	[žë fré]	je ferai

[fèr] is also used as an equivalent of the English cause "have," as in [žë lë fè parlé], I have him speak.

The infinitive after [fèr] in this idiom is often the equivalent of an English passive, as in [žë lë fè kòmasé] have it begun.

73. Negative Expressions.—In addition to the [në pa] already learned, other negative expressions are:

[në ... žamè]	never	ne ...	jamais
[në ... plü]	no more, no longer	ne ...	plus
[në ... pèrsòn]	no one, nobody	ne ...	personne
[në ... ryè]	nothing	ne ...	rien
[në ... ni ... ni]	neither ... nor	ne ...	ni ...

Ex.: [žë n l é žamè vü], I have never seen him.
[në l šèršé plü], don't look for it any longer.
[il n a ryè di], he didn't say anything.

[nu n avɔ̀ vü pèrsɔ̀n], we didn't see anybody.
[nu n avyɔ̀ ni füzi ni kartuš], we had neither guns nor cartridges.

Word-List 24

nma] (m.)	the training	l'entraînement
rsis] (m.)	the drill	l'exercice
ɔ̀nma]	the cantonment	le cantonnement
)ma] (m.)	the camp	l'encampement
;èrn]	the barracks	la caserne
ó]	the office, desk	le bureau
]	the tent	la tente
	the hut	la hutte
	the bed	le lit
vèrtür]	the cover, blanket	la couverture
èrn]	the lantern	la lanterne
i]	the camp stool	le pliant
tyé žénéral]	the general headquarters	le quartier général
;ruy]	the patrol	la patrouille
; pasé]	the permit	le laisser passer
d ɔ̀rdr]	the pass word	le mot d'ordre
]	the north	le nord
]	the south	le sud
(m.)	the east	l'est
;] (m.)	the west	l'ouest
gzèrsis]	to drill	faire l'exercice
	that (conjunction)	que
]	how	comment

Exercise 24

Identify forms of [dir] and [fèr], and give forms as for.

[è s k il vuz a dɔ̀né ë lèsé pasé? alɔ̀r dit mwa lë)rdr. *ka* fèt vu l ègzèrsis? u sɔ̀ lé latèrn? kɔ̀byè

dë üt y a t il da l *aka*pma? ki a pri mò plia? il di k il në pë ryè vwar. žë süiz alé dir ë mó ó lyëtn*a*, mè il në vë plü m ékuté.]

C. Where is the office? What did you do with the covers of my bed? The camp is to the west of the city. You will find him at the office. There is no one in the tent. There are no lanterns in the hut. We haven't done anything today. He said that he couldn't see them.

LESSON XXV

74. Reflexive Verbs.—In French, as in English, there are many verbs which may take as direct object a pronoun referring to the subject. In English we have special pronouns for such use: "myself," "yourself," etc. In French, if the object is of the 1st or 2d person, the pronouns used are the ordinary object pronouns [më, të, nu, vu], placed as usual, thus:

1 [žë më lèv]	I raise myself	je me lève
2 [tü të lèv]	you raise yourself	tu te lèves
4 [nu nu lëvò]	we raise ourselves	nous nous levons
5 [vu vu lëvé]	you raise yourself, you raise yourselves	vous vous levez

After a positive imperative [twa] is used instead of [të]:

2 [lèv twa]	raise yourself	lève-toi
4 [lëvò nu]	let us raise ourselves	levons-nous
5 [lëvé vu]	raise yourself, raise yourselves	levez-vous

If the object is of the 3d person, a special object pronoun [së], meaning "himself," "herself," "itself," "themselves," is used. [së] becomes [s] before a vowel, and *stands* immediately before the verb.

3 [il së lèv]	he raises himself	il se lève
6 [il së lèv]	they raise themselves	ils se lèvent

The perfect, in all such cases, is formed with the present of [ètr], thus:

1	[žë më süi lëvé]	I raised myself, I have raised myself	je me suis levé
2	[tü t è lëvé]	you raised yourself	tu t'es levé
3	[il s è lëvé]	he raised himself	il s'est levé
4	[nu nu sòm lëvé]	we raised ourselves	nous nous sommes levés
5	[vu vuz èt lëvé]	you raised yourself or	vous vous êtes levé
		you raised yourselves	vous vous êtes levés
6	[il së sò lëvé]	they raised themselves	ils se sont levés

Expressions of this type are much more common in French than in English. For example, [žë më lèv] is used not only to mean "I raise myself," but also to mean "I get up"; and the phrase for "I go to bed" is [žë më kuš], literally "I lay me down," *je me couche.* The phrase [së truvé], literally "to find one's self," is very often used with the meaning "to be," especially in expressions of place.

In many cases, too, French verbs are inflected with reflexive pronouns when the use of such a pronoun is wholly foreign to the English point of view. Thus the verbal expression "to fight" is [së batr], *se battre:*

1	[žë më ba]	I fight	je me bats
2	[tu të ba]	you "	tu te bats
3	[il së ba]	he fights	il se bat
4	[nu nu batò]	we fight	nous nous battons
5	[vu vu battez]	you "	vous vous battez
6	[il së bat]	they "	ils se battent

In some cases, both in French and in English, the reflexive pronoun is the indirect, not the direct, object of the verb, as in "I buy myself a book," [žë m ašèt ë livr], *je m'achète un livre.*

Expressions of this type, too, are much comm in French than in English. Thus an equivalent o remember" is [žë më rapèl], literally, "I recall to mys *je me rappelle.*

Very frequently when the direct object is a n denoting a part of the body, one of these indirect ob pronouns, placed with the verb, serves to indicate possessor; and in this case the definite article, not possessive adjective, stands before the noun.

Ex.: [žë më sü lavé lé mè], I have washed my hand *me suis lavé les mains.*

WORD-LIST 25

[lë marša]	the merchant	le marchand
[la butik]	the shop	la boutique
[lë büró dë taba]	the cigar store	le bureau de ta
[la pip]	the pipe	la pipe
[lë taba]	the tobacco	le tabac
[lë sigar]	the cigar	le cigare
[la sigarèt]	the cigarette	la cigarette
[l alümèt] (f.)	the match	l'alumette
[lë pakè]	the package	le paquet
[la rëvü]	the review, magazine	la revue
[lë žurnal]	the newspaper	le journal
[lé žurnó]	the newspapers	les journaux
[lé kartz a žwé]	the playing cards	les cartes à jou
[lë brikè]	the lighter	le briquet
[lë fë]	the fire, the light	le feu
[fümé]	to smoke	fumer
[kuté]	to cost	coûter
[së dépèšé]	to hurry	se dépêcher
[së trɔ̀pé]	to be mistaken	se tromper
[šèr]	dear, expensive	cher, chère
[bɔ̀ maršé]	cheap	bon marché
[dë bɔ̀n ër]	early	de bonne heur
tar]	late	tard

Exercise 25

A. Identify forms of [së lëvé, së kušé, së truvé, së batr, së raplé], and give forms as called for.

B. [së matè žë më süi lëvé a sèk ër. a siz ër é dmi žë süiz alé a la vil. žë süiz *a*tré d*a* lë büró dë taba. la žë më süiz ašté dé sigar é *ë* pakè dë sigarèt. ilz étè trè šèr. mè ž i é truvé ün pip a b*ò* maršé. lë marš*a* m a dòné déz alümèt. il v*a* ósi dé kartz a žwé. ž an é aštè pur lë su lyëtn*a*. m*ò* kòlònèl së truvè ósi d*a* la butik. il aštè dé rëvü é dé žurnó.]

C. I want to buy some tobacco. How much does it cost? It is very expensive in France. Will you give me a light (say "some fire"), please? The soldiers get up early and go to bed late. The corporal was smoking and was reading an American newspaper. You are mistaken, it wasn't he. Hurry, we haven't much time. He has washed his hands.

From this point on the student should regard the statements as to spelling and the French forms in the third column of the word-lists as a regular part of the lesson.

LESSON XXVI

75. Verbs in [ir], *-ir*.—A fourth main group of verbs, to be studied in Lessons XXVI–XXX, consists of those ending in the infinitive in [ir], spelled *-ir*. They are in general inflected like [dòrmir], "to sleep," as follows:

INFINITIVE

[dòrmir] dormir

PRES. PART.

[dòrm*a*] dormant

PAST PART.

[dòrmi] dormì

PRESENT

1	[žë dòr]	je dors
2	[tü dòr]	tu dors
3	[il dòr]	il dort
4	[nu dòrmȯ]	nous dormons
5	[vu dòrmé]	vous dormez
6	[il dòrm]	ils dorment

The verbs [sȧtir], to feel, *sentir*, and [sèrvir], to serve, *servir*, are inflected like [dòrmir].

Ex.:	[žë sȧ]	je sens
	[nu sȧtȯ]	nous sentons
	[il sȧt]	ils sentent
	[žë sèr]	je sers
	[vu sèrvé]	vous servez
	[il sèrv]	ils servent

The verb [sèrvir] is often used with a reflexive pronoun with the meaning "to make use."

Ex.: [žë më sèr dë sèt tabl], I am making use of this table, je me sers de cette table.
[žë m *a* sèr], I am making use of it, je m'en sers.
[il së sèrvira dë sèt mézȯ si], he will make use of this house, il se servira de cette maison-ci.
[il s an è sèrvi], he has made use of it, il s'en est servi.

76. [**kèl**].—The interrogative adjective meaning "what?" or "which?" is [kèl], spelled, in its four forms, *quel, quels, quelle, quelles.*

Ex.: [kèl žurnal lizé vu?], what paper *or* which paper are you reading? quel journal lisez-vous?
[kèl è lë mó pur ... ?], what is the word for ... ? quel est le mot pour ... ?
[kèl batri sȯt arivé?], which batteries have arrived? quelles batteries sont arrivées?

[kèl] is often used in exclamations.

Ex.: [kèl batay!], what a battle! quelle bataille!

77. [**lëkèl**].—The interrogative *pronoun* meaning "which" is composed of the definite article and the word [kél], as follows:

Sing.	Masc.	[lëkèl]	lequel
	Fem.	[lakèl]	laquelle
Pl.	Masc.	[lékèl]	lesquels
	Fem.	[lékèl]	lesquelles

Ex.: [lëkèl dé dë è vòtr ami?], which of the two is your friend? lequel des deux est votre ami?

78. [**kwa**].—The word for "what?" when used after a preposition or without a verb, or in exclamations, is [kwa?], *quoi?*

Ex.: [a kwa pasé vu?], what are you thinking of? à quoi pensez-vous?
[kwa? vu lë krwayé?], what? do you think so? quoi? vous le croyez?

Word-List 26

[lë šmè dë fèr]	the railway	le chemin de fer
[la gar]	the station	la gare
[la sal d atat]	the waiting-room	la salle d'attente
[lë gišè]	the ticket window	le guichet
[lë biyè]	the ticket	le billet
[lé bagaž]	the baggage	les bagages
[la mal]	the trunk	la malle
[la kòsiñ]	the checkroom	la consigne
[lë bültè]	the baggage check	le bulletin
[lë faktër]	the porter	le facteur
[lë trè]	the train	le train
[lë trè dë vwayažër]	the passenger train	le train de voyageurs

[lë trè dë maršadiz]	the freight train	le train de marchandises
[l èsprès] (m.)	the express	l'exprès
[l òmnibüs] (m.)	the local	l'omnibus
[lë vagò]	the car, coach	le wagon
[lë kòpartima]	the compartment	le compartiment
[la lòkòmòtiv]	the engine	la locomotive
[lë mékanisyè]	the engineer	le mécanicien
[lë šófër]	the fireman	le chauffeur
[lë šèf dë trè]	the conductor	le chef de train
[la vwa]	the track	la voie
[lë ray]	the rail	le rail
[la travèrs]	the tie	la traverse

[pòrté]	to carry, bring, wear	porter
[arëžistré]	to record	enregistrer
[fèr arëžistré]	to check	faire enregistrer

Exercise 26

A. Identify forms of the verbs in section 75, and give them as called for.

B. [kwạ! il è nëf ër déža? alò vit. kèl trè vulé vu pradr? žë vë pradr l òmnibüs dë nëf ër vèt üit. afè nu sòmz arivé a la gar. prëné lé biyè ò gišè. mwa, žë fré arëžistré lé bagaž. faktër, pòrté sé mal a la kòsiñ. në pérdé pas lé bültè. kèl è nòtr trè? lë vwasi. il è trè lò; il y a në vagò. mòté da së kòpartima si. vwala lë šèf dë trè. il vë vwar lé biyè, n'è s pa?]

C. The porter will take your baggage. Is it an express or a local? How many cars are there? Have you the tickets? There are many passengers. The conductor is speaking to the fireman. The major is going to speak to the engineer. See that long freight *train. The freight* cars are very small.

LESSON XXVII

79. Other Verbs in [ir].—The verbs [partir], to leave, to go away, *partir*, and [sòrtir], to go out, *sortir*, are inflected like [dòrmir]; their perfect tenses, however, are formed with the present of [ètr].

Ex.:	[žë par]	je pars
	[il part]	ils partent
	[il è parti]	il est parti
	[žë sòr]	je sors
	[il sȯ̀rt]	ils sortent
	[il sȯ̀ sòrti]	ils sont sortis

80. [kurir].—The verb [kurir], "to run," is inflected as follows:

INFINITIVE

[kurir]	courir

PRES. PART.

[kura]	courant

PAST PART.

[kurü]	couru

PRESENT

1	[žë kur]	je cours
2	[tü kur]	tu cours
3	[il kur]	il court
4	[nu kurȯ̀]	nous courons
5	[vu kuré]	vous courez
6	[il kur]	ils courent

FUTURE

1	[žë kurré]	je courrai

81. [murir].—The verb [murir], "to die," is inflected as follows:

INFINITIVE

[murir]	mourir

PRES. PART.

[mura]	mourant

PAST PART.

[mòr]	mort

PRESENT

1 [žë mër]	je meurs
2 [tü mër]	tu meurs
3 [il mër]	il meurt
4 [nu murò]	nous mourons
5 [vu muré]	vous mourez
6 [il mër]	ils meurent

FUTURE

1 [žë murré]	je mourrai

PERFECT

1 [žë süi mòr]	je suís mort

82. The Indefinite Subject [ò].—As the subject of sentences like "they say," "people say," "one finds," "you can't tell," "we eat too much," the French use the one word, [ò], *on*, and always with the verb *in the third person singular*.

Ex.: [ò di], they say, on dit.

[ò në pë pa savwar], you can't tell, on ne peut pas savoir.

[ò maž trò], people eat too much, on mange trop.

[ò] becomes [òn] before a word beginning with a vowel.

Ex.: [òn èm sé kamarad], one likes one's comrades, on aime ses camarades.

83. "Only."—The adverb "only" may always be rendered in French by the word [sëlma], *seulement. Often, however,* especially when it modifies the object of a *verb, it is rendered* by placing [në] before the verb and *kë] directly before* the word or phrase modified.

Ex.: [žë n é kë *d*ë kòpañi], I have only two companies, je n'ai que deux compagnies.
[nu n avò vü kë dé sòldaz *a*glè], we saw only English soldiers, nous n'avons vu que des soldats anglais.
[il ne vuz *a* dònra kë sèk], he will give you only five, il ne vous en donnera que cinq.

WORD-LIST 27

[lë kan*d*]	the cannon	le canon
[la pyès]	the gun, cannon	la pièce
[l óbü] (m.)	the shell	l'obus
[l ékla] (m.)	the splinter	l'éclat
[la marmit]	the pot, shell (from a big gun)	la marmite
[l *a*tònwar] (m.)	the crater, shell-hole	l'entonnoir
[lë kanònyé]	the gunner	le canonnier
[lë pwètër]	the pointer	le pointeur
[la füzé]	the fuse, the rocket	la fusée
[la kapsül]	the percussion cap	la capsule
[la mitray]	the machine-gun shot	la mitraille
[la mitrayëz]	the machine-gun	la mitrailleuse
[la pòrté]	the range	la portée
[l *a*gl dë tir] (m.)	the angle of fire	l'angle de tir
[la bagèt]	the ramrod	la baguette
[lë frè]	the brake, recoil machinery	le frein
[la külas]	the breech	la culasse
[la ós]	the rear sight	la hausse
[lë swasat kèz]	the 75 centimeter gun	le soixante quinze
[éklaté]	to explode, to burst	éclater
[šaržé]	to charge, load	charger
[brizé]	to break	briser
[tüé]	to kill	tuer
[kašé]	to hide	cacher
[s avasé]	to advance	s'avancer

Exercise 27

A. Identify forms of the verbs in sections 79-
give forms as called for.

B. [lĕdi ilz avè vè pyès sür sèt ótër. mètn*a* il ı
duz. lé pwètër sav byè la pòrté é l *a*gl de tir. d*a*
vwayè éklaté léz óbü. la mitray a brizé lé
marmit léz a tüé. ilz *ò* kurü vit. il sĕ s*ò* kašé d*a* l (
žĕ n i vwa kĕ trè pë d òm. nu partir*ò* a sèt ër mw
ò di k *ò* nuz *a*vèra dé swas*a*t kèz. *ò* léz òra.]

C. The train leaves at 6:53. He died y
at noon. Did you hear that shell? Who
ning? We have only four hundred men. They
there are two divisions in the city. The recoil m
is broken. They are fighting in the valley.

LESSON XXVIII

84. [tĕnir] and [vĕnir].—The verb [tënir], "to
inflected as follows:

INFINITIVE

[tënir] tenir

PRES. PART.

[tën*a*] tenant

PAST PART.

[tënü] tenu

PRESENT

1	[žë tyè]	je tiens
2	[tü tyè]	tu tiens
3	[il tyè]	'il tient
4	[nu tën*ò*]	nous tenons
5	[vu tëné]	vous tenez
6	[*il* tyèn]	ils tiennent

[žē tyèdrē] je tiendrai

The imperative forms [tyè] and [tēné] are often used as exclamations.

Ex.: [tyè! vwala dé žurnóz *a*glè].

[vēnir], to come, *venir*, is inflected like [tēnir]. Its perfect tense is made with [ètr].

Ex.:	[žē vyè]	je viens
	[il vyèn]	ils viennent
	[nu vyèdrò]	nous viendrons
	[il è vēnū]	il est venu

[vēnir dē] with the infinitive of a given verb means "to have just" done the thing denoted by that verb.

Ex.: [žē vyè dē lūi parlé], I have just spoken to him, je viens de lui parler.

[il vyè dē partir], he has just left, il vient de partir.

The verbs [dēvnir], to become, *devenir*, [rēvnir], to come back, *revenir*, and [sē suvnir], to remember, *se souvenir*, are inflected like [vēnir], except that the [ē] of [vēnir] disappears. [sē suvnir] has as object either a phrase with [dē] or the pronoun [*a*].

Ex.: [vu suvné vu dē sé žur la?], do you remember those days? vous souvenez-vous de ces jours-là? [wi, žē m *a* suvyè], yes, I remember them, oui, je m'en souviens.

85. Demonstrative Pronouns.—

[sēsi]	this	ceci
[sla]	that	cela

[sēsi] and [sla] are used as equivalent to "this" and "that" when these words are independent—that is, when they do not modify a noun or another pronoun. Sometimes they refer to objects—and in that case a gesture *usually* goes with them. Sometimes they refer to general

ideas or remarks. They do not refer to *nouns* alr expressed; consequently they do not vary for ger and are always singular.

Ex.: [dòné mwa sësi], give me this.
[žë vë sla], I want that.
[sla n è pa pòsibl], that isn't possible.

[sla] is very often reduced to [sa], spelled *ça*, espec in certain standing phrases.

Ex.: [s è sa], that's it, that's what I mean, c'est ça
[sa y è], that settles it, ça y est.

For the more exact English phrases "this one" "that one" the French equivalents are [sëlüi si] [sëlüi la]. These phrases refer to nouns already expre denoting persons or objects. They vary according to gender and number of the noun to which they refe follows:

Sing.	Masc.	[sëlüi si]	this one	celui-ci
	Fem.	[sèl si]	" "	celle-ci
Pl.	Masc.	[së si]	these	ceux-ci
	Fem.	[sèl si]	"	celles-ci
Sing.	Masc.	[sëlüi la]	that one	celui-là
	Fem.	[sèl la]	" "	celle-là
Pl.	Masc.	[së la]	those	ceux-là
	Fem.	[sèl la]	"	celles-là

Ex.: [vwala lé dë švó: sëlüi si èt a mwa, sëlüi la kòlònèl], there are the two horses: this o mine, that one is the colonel's.

WORD-LIST 28

[lë déžëné]	the breakfast, lunch	le déjeuner
[lë diné]	the dinner	le dîner
[lë supé]	the supper	le souper
[l asyèt] (f.)	the plate	l'assiette
[lë vèr]	the glass	le verre

	the cup	la tasse
y]	the bottle	la bouteille
]	the knife	le couteau
èr]	the spoon	la cuiller
t]	the fork	la fourchette
n]	the vegetable	le légume
	the pea	le pois
]	the bean	le haricot
	the rice	le riz
	the fruit	le fruit
	the apple	la pomme
]	the pear	la poire
	the peach	la pêche
	the cherry	la cerise
	the grapes	le raisin
až]	the cheese	le fromage
ò]	the fish	le poisson
	the ice, ice cream	la glace
nyé]	the cook	le cuisinier
]	the waiter	le garçon
	to breakfast, lunch	déjeuner
	to dine	dîner
	to eat supper	souper

Exercise 28

Identify forms of the verbs in section 84, and give
s called for.

a kèl ër diné vu? kèl früi vulé vu? dé pèš.
ò pa dë pèš. vwasi trwa pòm. èl sò trè bòn.
lé vu? žë pradré sèl si. nóz ami vyèn dë partir.
drò samdi, n è s pa? kèl bò fròmaž! a t il
déža? ò në sèr pa lé glas ósi suva a fras k an
s été trè pti: s été plü pti kë sa.]

ring me a plate. Bring me a knife, a fork, and a
Here are two pears. This one is a little larger

than that one. Take this one. I'll eat that one. They have a good cook. Do you believe that? How many kinds of fruit have you? We can give you (some) apples, (some) cherries, or (some) grapes. He was holding the glass in his [a la] hand.

LESSON XXIX

86. [uvrir, kuvrir, ôfrir, sufrir].—The verb [uvrir], "to open," is inflected as follows:

INFINITIVE	
[uvrir]	ouvrir
PRES. PART.	
[uvra]	ouvrant
PAST PART.	
[uvèr]	ouvert
PRESENT	
1 [ž uvr]	j'ouvre
2 [tü uvr]	tu ouvres
3 [il uvr]	il ouvre
4 [nuz uvrô]	nous ouvrons
5 [vuz uvré]	vous ouvrez
6 [ilz uvr]	ils ouvrent

[kuvrir], to cover, *couvrir*, [ôfrir], to offer, *offrir*, and [sufrir], to suffer, *souffrir*, are inflected like [uvrir].

87. French Money.—The unit of French money is the franc, [lë fra], *le franc*, which is worth about 20 cents. The franc is divided, theoretically, into 100 parts, each called a centime, [lë satim], *le centime*.

Ex.: [trwa fra]	= $ 0.60
[di satim]	= 0.10
[üi fra kèz satim]	= 1.75
[katr sa fra]	= 80.00

In a phrase containing the word [fra] the word [satim] is often omitted.

Ex.: [si fra sèkat] =$1.30.

To reduce francs to dollars, divide by five; to reduce centimes to cents, divide by five.

The smallest French coin is the sou, [lë su], *le sou*, which is worth 5 centimes, or one cent. Reckoning of small sums is often done in terms of sous.

Ex.: [trat su]=[ë fra sèkat]=$0.30.

There are also coins of the value of two cents, five cents, ten cents, referred to as [la pyès dë dë su], *la pièce de deux sous*, or [la pyès dë di satim], etc. (the two-cent piece is also called [lë gró su], *le gros sou*); a dollar-piece, called [la pyès de sè fra]; and a four-dollar (twenty-franc) piece, called usually [lë lwi], *le louis*, [lë lwi d òr], *le louis d'or*, or [lë napòléò], *le napoléon*.

There are bank notes, called [biyè dë bak], *billets de banque*, of values from 5 francs up.

There are now also local notes, [biyè], of various sorts and various small denominations.

Word-List 29

[l arža] (m.)	the silver, the money	l'argent
[l òr] (m.)	the gold	l'or
[la mònè]	the change	la monnaie
[la kès]	the cashier's desk	la caisse
[la pòš]	the pocket	la poche
[l uti] (m.)	the tool	l'outil
[lë martó]	the hammer	le marteau
[lë klu]	the nail	le clou
[la si]	the saw	la scie
[la aš]	the axe	la hache
[la pyòš]	the pickaxe	la pioche
[la bèš]	the shovel	la bêche
[lë kri]	the jack	le cric

[la grü]	the crane	la grue
[la kòrd]	the cord, the rope	la corde
[lë šarbò]	the charcoal	le charbon
[lë šarbò dë tèr]	the coal	le charbon de terre
[lë fèr]	the iron	le fer
[l asyé] (m.)	the steel	l'acier
[la mašin]	the machine, engine	la machine
[šažé]	to change	changer
[pèyé]	to pay	payer
[prèsk]	nearly	presque
[n èpòrt]	never mind	n'importe

Exercise 29

A. Identify forms of the verbs in section 86, and give forms as called for.

B. Identify, and translate in terms of American money: [di satim, sèkat satim, ë fra vè satim, trat é ë su, dë fra karat, sè fra sèkat, sè fra vè sèk, vè fra, swasat dë fra karat sè satim, mil fra].

C. Translate in terms of French money: $0.05, $0.18, $0.25, $0.42, $1.00, $1.50, $6.38, $100.00.

D. [kèlz uti avé vu? ž é ë martó é ün si. ž é bëzwè d ün aš ósi. avé vu asé dë klu? nò, žë vèz an aštéó vilaž. il n a ni bèš ni pyòš. së kri vyè d amérik. ò nuz a pèyé së matè. yèr žë n avè pa lë su. mètna ž é sè napòléò é dé biyè dë bak.]

E. How much money have you? I have only two or three francs. I have just bought some tools. They cost me nearly thirty francs. Never mind. I have some American gold. I think that the sergeant can change it.

LESSON XXX

88. Other Verbs in [ir].—Most other verbs in [ir] insert [is], spelled *-iss-*, between the stem and the ending in the present participle, the plural of the present and the imperative, and the whole past descriptive. They are then inflected, like [finir], "to finish," as follows:

INFINITIVE

[finir]	finir

PRES. PART.

[finis*a*]	finissant

PAST PART.

[fini]	fini

PRESENT

1	[žë fini]	je finis
2	[tü fini]	tu finis
3	[il fini]	il finit
4	[nu finisȯ]	nous finissons
5	[vu finisé]	vous finissez
6	[il finis]	ils finissent

IMPERATIVE

2	[fini]	finis
4	[finisȯ]	finissons
5	[finisé]	finissez

PAST DESC.

1	[žë finisè]	je finissais

Among the common verbs inflected like [finir] are: [šwaẓir], to choose, *choisir;* [pünir], to punish, *punir;* [réüsir], to succeed, *réussir;* [ȯbéir], to obey, *obéir;* [gérir], to cure, *guérir;* [avair], to invade, *envahir;* and [flésir], to bend, *fléchir.*

89. [kèlkë] and Related Words.—When the idea *"some"* modifies a noun, it is often expressed, as we have

seen, by the proper form of [dü]. Often, too—particularly when it approximates or reaches the meaning "some . . . . or other" in the singular, or the meaning "a few" in the plural—it is expressed by the adjective [kèlkë], spelled *quelque* in the singular and *quelques* in the plural.

Ex.: [kèlkë sòlda lë truvra], some soldier (or other) will find it, quelque soldat le trouvera.
[nuz avò vü kèlkëz òm da lë vilaž], we saw some (a few) men in the village, nous avons vu quelques hommes dans le village.

The corresponding pronoun for persons, meaning "someone, somebody, anyone, anybody," is as follows:

Sing.	Masc.	[kèlk ë]	someone	quelqu'un
	Fem.	[kèlk ün]	"	quelqu'une
Pl.	Masc.	[kèlkëz ë]	some, a few	quelques uns
	Fem.	[kèlkëz ün]	" "	quelques unes

Ex.: [kèlk ë më l a di], somebody told me so, quelqu'un me l'a dit.
[avé vu dé prizònyé? wi, nuz an avò pri kèlkëz ë], have you any prisoners? Yes, we took a few, avez-vous des prisonniers? Oui, nous en avons pris quelques uns.

The corresponding pronoun for things is [kèlkë šóz], something, anything, *quelque chose*. Before an adjective this becomes [kèlkë šóz dë].

Ex.: [vulé vu kèlkë šóz], do you want anything? voulez-vous quelque chose?
[dòné mwa kèlkë šóz dë šó], give me something hot, donnez-moi quelque chose de chaud.

Word-List 30

[lë fòr]	the fort	le fort
[lé travó]	the works, fortifications	les travaux
[la kòsiñ]	the orders	la consigne
[la pèrmisyò]	the leave	la permission

[la sòld]	the pay	la solde
[la min]	the mine	la mine
[lë ku d fë]	the shot	le coup de feu
[la bɔ̀b]	the bomb	la bombe
[lë bɔ̀bardëm*a*]	the bombardment	le bombardement
[lë siñal]	the signal	le signal
[la dépèš]	the dispatch	la dépêche
[lé žümèl]	the field glasses	les jumelles
[la busòl]	the compass	la boussole
[lë prɔ̀žèktër]	the searchlight	le projecteur
[la müsik]	the band, the music	la musique
[lë klèr*ɔ̀*]	the bugle, the bugler	le clairon
[lë t*a*bur]	the drum, the drummer	le tambour
[la sèl]	the saddle	la selle
[la brid]	the bridle	la bride
[lë kamarad]	the comrade	le camarade
[lë kòpè]	the chum	le copain

Exercise 30

A. Identify forms of the verbs in section 88, and give forms as called for.

B. [kèlkë sòlda *ɔ̀* rësü dé pèrmisy*ɔ̀*. il s*ɔ̀* déža parti. kë vwayé vu avèk sé žümèl? së šval n a ni sèl ni brid. vwayé vu kèlkë šóz d*a* së š*a*? wi, ž i vwa kèlk *ë*. žë krwa kë s è m*ɔ̀* vyë kòpè. *a*tadé vu kèlkë šóz? s è la müzik dü rézim*a*. šwazisé di kamarad, é alé vit ó fòr. ilz òbéis óz ɔ̀fisyé. u è lë nòr? n avé vu pa d busòl?]

C. Do you hear the bugle? Someone is coming. I lost something here last Wednesday. Give me a few apples, please. These, not those. They took the fort yesterday. I have just sent a dispatch to the general. Have you finished those fortifications? You will receive your pay and a leave of ten days.

LESSON XXXI

90. Impersonal Verbs.—Some verbs, especially those relating to the weather, are used only in the third person singular, with [il] as subject. Such are [plëvwar], to rain, *pleuvoir;* [nèžé], to snow, *neiger;* [fèr šó], to be warm, *faire chaud;* [fèr frwa], to be cold, *faire froid;* [fér dü va], to be windy, *faire du vent;* [fèr bó ta], to be fine weather, *faire beau temps;* [fèr mòvè ta], to be bad weather, *faire mauvais temps.* The present of [plëvwar] is [il plë], *il pleut;* the past descriptive [il plëvè], *il pleuvait;* the future [il plëvra], *il pleuvra;* the perfect [il a plü], *il a plu.*

Ex.: [il plë], it is raining, il pleut.
[il va plëvwar, il plëvra], it is going to rain, il va pleuvoir, il pleuvra.
[il a nèžé yèr], it snowed yesterday, il a neigé hier.
[il fè šó òžurdüi], it is warm today, il fait chaud aujourd'hui.
[kèl ta fèt il?], what sort of weather is it? quel temps fait-il?
[il fè bó ta], it is fine, il fait beau temps.

The most common of all impersonal verbs is [falwar], to be necessary, *falloir.* The present is [il fó], *il faut;* the past descriptive [il falè], *il fallait;* the future [il fódra], *il faudra,* and the perfect [il a falü], *il a fallu.* The French very often use an expression with this verb in cases which in English would usually call for a personal subject.

Ex.: [il fó partir], it is necessary to go, we must go, you must go, they must go.
[il fódra ataké], it will be necessary to attack, we must attack, you must attack, they must attack.

Sometimes an indirect object pronoun indicates the *person concerned:*

Ex.: [il më fó partir], I must go.

With a noun as direct object, [falwar] expresses the idea of "need."

Ex.: [il mẽ fó vèt òm], I need, I must have, 20 men, il me faut vingt hommes.
[il lër falè bóku dẽ šóz], they needed, were in need of, many things, il leur fallait beaucoup de choses.

Another common impersonal expression is [il vó myẽ], it is better, *il vaut mieux*—an impersonal use of [valwar], to be worth, *valoir*. The past descriptive is [il valè myẽ], *il valait mieux;* the future is [il vódra myẽ], *il vaudra mieux.*

Ex.: [il vó myẽ lẽ lèsé isi], it's better to leave it here, il vaut mieux le laisser ici.
[il vódra myẽ i alé dëmè], it will be better to go there tomorrow, il vaudra mieux y aller demain.

91. Ordinals.—

Masc.	[prẽmyé]	1st	premier
Fem.	[prẽmyèr]		première
Masc.	[sẽgò]	2d	second
Fem.	[sẽgòd]		seconde
or			
Masc. and Fem.	[dëzyèm]		deuxième

All higher ordinals are formed, like [dëzyèm], by adding [yèm], spelled *-ième*, to the corresponding cardinal numeral, as follows:

[trwazyèm]	3d	troisième
[katryèm]	4th	quatrième
[sèkyèm]	5th	cinquième
[sizyèm]	6th	sixième
[sètyèm]	7th	septième
[üityèm]	8th	huitième
[nẽvyèm]	9th	neuvième

[dizyèm]	10th	dixième
[vèt é ünyèm]	21st	vingt et unième
[*sa*tyèm]	100th	centième

92. Fractions.—"Half" as a noun is [la mwatyé], *la moitié*, as in [la mwatyé dü batayò].

"Half" as an adjective is [dëmi], written *demi-*, when it stands before its noun; and [dmi] when it stands after its noun, written *demi* or *demie* according as the noun is masculine or feminine.

Ex.: [ë dëmi batayò], a half battalion, un demi-bataillon.
[ün dëmi ër], half an hour, une demi-heure.
[ün ër é dmi], an hour and a half, une heure et demie.

"A third" is [ë tyèr], *un tiers;* "a fourth" is [ë kar], *un quart.*

The remaining fractions are composed in the same way as the corresponding English fractions.

Ex.: [ë sèkyèm], $\frac{1}{5}$, un cinquième.
[trwa üityèm], $\frac{3}{8}$, trois huitièmes.

Word-List 31

[la *sa*té]	the health	la santé
[la maladi]	the illness	la maladie
[la migrèn]	the headache	la migraine
[l èdižèstyò] (f.)	the indigestion	l'indigestion
[la fyèvr]	the feyer	la fièvre
[la dis*a*téri]	the dysentery	la dysentérie
[lë rüm]	the cold	le rhume
[l *a*pul] (f.)	the blister	l'ampoule
[la sèkòp]	the fainting spell	la syncope
[la dulër]	the pain	la douleur
[l ažin] (f.)	the bad sore throat	l'angine
[la pikür]	the injection	la piqûre
[la dròg]	the medicine	la drogue

]	the remedy	le remède
ɜ] (f.)	the prescription	l'ordonnance
	tired	fatigué
	ill	malade
	weak	faible
	to give an injection	piquer
	to cough	tousser
	to bleed	saigner
	to attend to	soigner
	to prevent	empêcher
	to hurt, pain	faire mal

EXERCISE 31

lentify ordinals and fractions as pronounced by ıctor, and give them as called for.

eply to these questions, using complete sen-
plët il mètna? èmé vu myë la plüi u lë bó ta?
u nèžé l ivèr dèrnyé? è s k il fè šó a fras sèt été?
il? fèt il plü frwa an amérik k a fras? fót il
blèsür? fódra t il aták l ènmi a l ób? ka nu
avasé? kat ò maž trò, k è s k òn a?]

é trò mažé é ž é ün èdižèstyò. dëmè ž òré la
il më fó šèršé ë rëmèd. lë mažòr më dònra ün
la pradré së swar. dëmè žë sré géri. mò kama-
nòvè rüm. il a bóku tusé ózurdüi. il lüi fó lë
il òra ün ažin. ma blèsür më fè mal. la dulër
lë dòrmir. lë mažòr më pikra é alòr žë puré
ž é ósi dëz apul ó pyé. mé sulyé sò trò pti. lë
òbé daz ün sèkòp. il a pèrdü trò dë sa. sa
ñ mètna. l èfirmyé la pasra pur arèté lë sa.
è trè fatigé. ün dëmi kopañi è tòbé malad dë la
l ó è mòvèz. ka l ó è mòvèz il vó myë bwar dü vè.]

The 4th company of the 153d regiment. Half the *ill* from dysentery, but three-fourths will get

well soon. It is not raining, but it will rain tomorrow You must attend to that wound. I have a cold and need a remedy. Please give me a prescription. Th wound is bleeding; dress it, please.

LESSON XXXII

93. The Present Participle.—The present participle i often used with [*a*], *en*, to indicate the *circumstances* o *means* of an action.

Ex.: [l apéti vy*è a maža*], appetite comes as one eats l'appétit vient en mangeant.

[an *atra*, žë l é vü], on going in, I saw him, e entrant je l'ai vu.

[*a* parl*a* òn apr*a* a parlé], by speaking one learn to speak, en parlant on apprend à parler.

The present participle is often used with a noun It then varies in form like an adjective.

Ex.: [ün fam šarm*at*], a charming woman, une femm charmante.

94. Present Tense Uses.—The French often use th present tense in vivid narration of a past event.

Ex.: [ž uvr la pòrt, žë mòt l èskalyé, ž *a*tr d*a* la š*a*br žë l i truv]; I open (opened) the door, I go (went up the stairs, I go (went) into the room, and find (found) him there; j'ouvre la porte, j monte l'escalier, j'entre dans la chambre et je l'y trouve.

In such questions as "how long have you been here?" and in corresponding answers, the French use the present *tense, not* the perfect.

Ex.: [*dëpüi ka* èt vuz isi?], how long have you been *here?* depuis quand êtes-vous ici?

[nu sòmz isi dëpüi dë žur], we have been here for two days, nous sommes ici depuis deux jours.

Similarly, in such questions as "how long had you been there?" and in corresponding answers, the French use the past descriptive tense, not a compound tense.

Ex.: [ž étè la dëpüi trwa žur], I had been there for three days, j'étais là depuis trois jours.

95. The Future with [ka].—In a clause of time introduced by "when" and referring to the future, we in English use the present tense; but the French, in corresponding clauses introduced by [ka], use the future.

Ex.: [kat il vyèdra il vu lë dònra], when he comes he will give it to you, quand il viendra il vous le donnera.

96. Relative Pronouns.—The subject form of the relative pronoun, for all genders and numbers, is [ki], *qui*.

Ex.: [l òm ki vyè], the man who is coming, l'homme qui vient.

[lé mézò ki rèst], the houses that remain, les maisons qui restent.

This same form [ki] is used after prepositions.

Ex.: [l avyatër avèk ki žë kózè], the aviator with whom I was talking, l'aviateur avec qui je causais.

The form of the relative used as object of verbs is [kë], *que*, which becomes [k], *qu'*, before a vowel.

Ex.: [l òfisyé kë ž é vü], the officer (whom) I saw, l'officier que j'ai vu.

Note that French cannot omit the relative in such a sentence.

The usual equivalent of "of whom," "whose," is *[dò], dont.*

Ex.: [l òm dò nu parlyò], the man of whom we were speaking, l'homme dont nous parlions.

When [dò] means "whose," its noun follows the verb.

Ex.: [l òm dò nuz avò vizité la mézò], the man whose house we visited, l'homme dont nous avons visité la maison.

The word [lëkèl], studied as an interrogative pronoun in Lesson XXVI, is in certain cases employed as a relative.

Ex.: [la bal par lakèl il a été blèsé], the bullet by which he was wounded, la balle par laquelle il a été blessé.

WORD-LIST 32

[l avyasyò] (f.)	aviation	l'aviation
[l aéròplan] (m.)	the aeroplane	l'aéroplane
[l avyò] (m.)	" "	l'avion
[lë bipla]	the biplane	le biplan
[lë dirižabl]	the dirigible	le dirigeable
[lë balò]	the balloon	le ballon
[la sósis]	the sausage, captive balloon	la saucisse
[lë tób]	the Taube	le taube
[l avyatër] (m.)	the aviator	l'aviateur
[l as] (m.)	the "ace"	l'as
[lë pilòt]	the pilot	le pilote
[l òpsèrvatër] (m.)	the observer	l'observateur
[lë agar]	the shed	le hangar
[l èl] (f.)	the wing	l'aile
[l élis] (f.)	the propeller	l'hélice
[l èskadriy] (f.)	the squadron	l'escadrille
[lë vòl]	the flight	le vol
[l èr] (m.)	the air	l'air
[l aparèy] (m.)	the apparatus, machine	l'appareil
[vòlé]	to fly	voler
[réglé]	to regulate	régler

Exercise 32

A. Reply to those questions, using complete sentences: [dëpüi ka ètˑ vuz isi? èt vu mòté daz ën aéròplan? è s k òn aprà a vèlé *a* vòla? kòmat é s k òn apra a vòlé? vulé vuz ètı avyatër? kònèsé vu l òm dò žë parl? kòmat è s k òn apra a parlé frasè?]

B. [l avyatër mòt da sõn avyò pur abatr lë tób. lë mótër fè maršé trè vit l élis dë sòn aéròplan. il vòl plü vit kë sòn ènmi é uvr lë fë avèk sa mitrayëz. lé bal frap lë mótër dë l aparèy alma é tũ lë pilòt. il a abatü sèk aparèy é ò l apèl ën as. lé frasè e léz alma ò dé sósis pur réglé lë tir dë l artiyëri. da lé sósis il y a déz òpsèrvatër ki rëgard lé pòzisyò dë l ènmi. il dòn dé-sñó óz artiyër. l èskadriy rëvyè a sò agar. sèt òm kë vu vwayé èt ën as. il vòl tužur daz ë bipla. léz alma èm bók-u lé dirižabl, dékèl ò lès tòbé dé bòb sür lé vil. léz aglè-ëm myë léz aéròplan. ilz òt abatü dé dirižablz alma.]

C. One learns to fly by flying. While flying in the air the observer regulates the artillery fire. The balloon that you see is a "sausage." The aviator with whom I talked yesterday is an "ace." The pilot whose machine you are looking at is my brother.

D. Recount your doings today, using successively the present and perfect tenses, and telling the time of each event.

LESSON XXXIII

97. The Past Future.—In the English "I shall go" the "shall go" looks forward from the speaker's present. In "I thought that I should go" the "should go" looks forward from the time of "thought," that is, from the speaker's past. This time-relation is expressed in English by the auxiliaries *should* and *would*. The French express *it in the forms* of a special tense, the past future. This

tense is made by adding the endings of the past descriptive to the stem of the future.

The past future of [dòné] is inflected as follows:

1	[žë dònrè]	I should give	je donnerais
2	[tü dònrè]	you would give	tu donnerais
3	[il dònrè]	he would give	il donnerait
4	[nu dònëryò]	we should give	nous donnerions
5	[vu dònëryé]	you would give	vous donneriez
6	[il dònrè]	they would give	ils donneraient

Note the appearance of the [ë] in 4 and 5. This [ë] is to be found in all verbs in [é] (except [avwayé] and [alé]) and in the past future tenses of [ètr] and [fèr]. The past future of [ètr] is as follows:

1	[žë srè]	I should be	je serais
2	[tü srè]	you would be	tu serais
3	[il srè]	he would be	il serait
4	[nu sëryò]	we should be	nous serions
5	[vu sëryé]	you would be	vous seriez
6	[il srë]	they would be	ils seraient

The past future of [avwar] is [ž òrè], etc.; that of [vwar], [žë vèrè], etc.; that of [pèrdr], [žë pèrdrè], etc. that of [dòrmir], [žë dòrmirè], etc.

The past future of [dëvwar], which is [žë dëvrè], etc. has the special sense of "ought."

Ex.: [žë dëvrè lüi parlé], I ought to speak to him
je devrais lui parler.
[vu në dëvryé pa lë fèr], you ought not to do it
vous ne devriez pas le faire.

98. "If" Clauses.—In cases in which we in English use a present tense after "if," the French do also.

Ex.: [si ž i vè, žë l vèré], if I go there, I shall see him
si j'y vais, je le verrai.

In cases in which we in English use a past tense or a *"should" or* "would" form after "if," the French use a

past descriptive. The verb of the main clause, in such cases, is, naturally, in the past future.

Ex.: [si ž i alè, žë l vèrè], if I went there (if I should go there), I should see him, si j'y allais, je le verrais.

99. [**sëlüi**].—The usual French demonstratives referring to nouns previously expressed are, as we have seen, [sëlüi si] and [sëlüi la]. But when the demonstrative immediately precedes a phrase of possession or a relative pronoun, the French use [sëlüi] without [si] or [la].

Ex.: [së šapó si é sëlüi dë mȯ frèr], this hat and my brother's (literally, "and that of my brother"), ce chapeau-ci et celui de mon frère.

[žë vwa sëlüi ki nuz apèl], I see the one who is calling us, je vois celui qui nous appelle.

100. [**s an alé**].—The verbal phrase [s an alé], *s'en aller*, consisting of [alé] with a reflexive pronoun and the word [*a*], means "to go away," "to go off," "to get out." Its present and imperative are as follows:

PRESENT

1	[žë m *a* vè]	je m'en vais
2	[tü t *a* va]	tu t'en vas
3	[il s *a* va]	il s'en va
4	[nu nuz an alȯ]	nous nous en allons
5	[vu vuz an alé]	vous vous en allez
6	[il s *a* vȯ]	ils s'en vont

IMPERATIVE

2	[va t' *a*]	va-t'en
4	[alȯ nuz *a*]	allons-nous-en
5	[alé vuz *a*]	allez-vous-en

WORD-LIST 33

[lë pwa]	the weight	le poids
[la bal*a*s]	the scales	la balance

[lë kiló(gram)]	the kilogram (a little more than 2 pounds)	le kilo(gramme)
[lë kètal]	100 kilograms	le quintal
[la tòn]	1000 kilograms	la tonne
[la livr]	the pound (½ a kilogram)	la livre
[la dista*s*]	the distance	la distance
[lë s*a*timètr]	the centimeter (about ⅜ of an inch)	le centimètre
[lë mètr]	the meter	le mètre
[lë kilòmètr]	the kilometer (⅝ of a mile)	le kilomètre
[la lyë]	the league (4 kilometers)	la lieue
[lë mil (*a*glè)]	the (English) mile	le mille (anglais)
[l èktar] (m.)	2½ acres	l'hectare
[lë litr]	the litre (a little less than a quart)	le litre
[lë šval (vapër)]	the horse power	le cheval (-vapeur)
[lë vwayaž]	the voyage	le voyage
[lë bató]	the boat	le bateau
[šak]	each	chaque
[vrè]	true	vrai
[rapid]	fast	rapide
[l*a*]	slow	lent
[lwè]	far	loin
[prè]	near	près
[pëzé]	to weigh	peser
[mëzüré]	to measure	mesurer

Exercise 33

A. Give the past future of [truvé, pr*a*dr, finir].

B. Identify forms of [s an alé], and give forms as *called for.*

C. Reply to these questions, using complete sentences: [kòbyè dë mètr y a t il *d*az *ë* kilòmètr? è s kë lë kilòmètr è plü lò u plü kur kë lë mil *a*glè? kòbyè dë mil *d*az ün lyë? kòbyè dë livr d*a*z ün tòn? kòbyè pëzé vu? kòbyè pèz l òbü dü swas*a*t kèz?]

D. [il è trè lwè dë nu yòrk a bòrdó, plü dë katr mil *sè* s*a* kilòmètr, é il fó üit a di žur pur fèr lë vwayaž. lë bató marš vit, plü dë tr*a*t kilòmètr a l ër. il tr*a*spòrt bóku dë kiló dë vivr é dë münisyò dë l amérik *a* fr*a*s. si la dist*a*s n étè p*a* si gr*a*d òn i arivrè *a* mwè dë žur. lé mašin dü bató sò fòrt; plü dë mil švó. a bòrdó il y a dë gr*a*d grü pur lëvé dü bató lé pwa lur ó pur lé šaržé d*a* dé vagò dë marš*a*diz. alòr lë trè s *a* va pur lë frò. il tr*a*spòrt dé litr dë vè, dé kiló dë vy*a*d, é dé tòn dë münisyò. kòbyè dë kilòmètr è s k ën òm pë fèr d*a*z ün ër? si la kòpañi s an alè së swar èl frè trwa lyë a pyé av*a* la nüi. šak òm pòrt *ë* pwa dë sèk*a*t livr. é ilz ò dé sulyé trè lur.

E. An express goes more quickly than a local. If you took an express you would arrive in [a] Paris [pari] tomorrow. From Bordeaux to Paris there is a distance of more than 500 kilometers. It takes [il fó] ten hours in a fast train. The kilogram is heavier than a pound, but the kilometer is shorter than the mile. Where is your friend, the lieutenant? He left this morning for the front.

LESSON XXXIV

101. Other Tenses.—The French equivalent for "I have given" is, word for word, [žé dòné], *j'ai donné*, as we have seen. Similarly, the French equivalents for "I had given," etc., are as follows:

[ž avè dòné]	I had given	j'avais donné
[ž òré dòné]	I shall have given	j'aurai donné
[ž òrè dòné]	I should have given	j'aurais donné

Those verbs which, like [alé], form the perfect tense with the present of [ètr], use [ètr] instead of [avwar] in these other cases also, thus:

[ž étèz alé]	I had gone	j'étais allé
[žë sré alé]	I shall have gone	je serai allé
[žë srèz alé]	I should have gone	je serais allé

102. "All."—The word [tu], meaning "all," varies in form as follows:

Sing.	Masc.	before cons.	[tu]	tout
		before vowel	[tut]	tout
	Fem.		[tut]	toute
Pl.	Masc.		[tus]	tous
	Fem.		[tut]	toutes

The definite article stands between [tu] and its noun. Before [lé], *les*, [tus] is reduced in sound to [tu].

Ex.: [tu lë batayò], all the battalion, the whole battalion, tout le bataillon.
[tu lë mòd], all the world, everybody, tout le monde.
[tut la frɑs], all France, toute la France.
[tu lé kapitèn], all the captains, every captain, tous les capitaines.
[tu lé žur], every day, tous les jours.
[il sò tus parti], they have all gone, ils sont tous partis.

103. "Self."—When the pronouns "myself," "himself," etc., are unemphatic objects of a verb, they are translated, as we have seen, by the reflexive pronouns. When they are otherwise used, however, they are translated by the same pronouns which are used after prepositions, followed by the word [mèm], *même*.

Ex.: [žë l é fè mwa mèm], I did it myself, je l'ai fait *moi-même*.

*[mèm] is similar*ly used with nouns.

Ex.: [léz *afa* mèm], the children themselves, even the children, les enfants mêmes.

[mèm] standing *before* a noun means "same."

Ex.: [lé mèmz *afa*], the same children, les mêmes enfants.

104. "Other."—The word for "other" is [ótr], sing. *autre*, pl. *autres*. "Another" is [ën ótr], *un autre*, or [ün ótr], *une autre*, according to gender.

The idea "each other" is usually expressed by the plural reflexive pronouns.

Ex.: [nu nu vwayò], we see each other.
[vu vu vwayé], you see each other.
[il së vwa], they see each other.

Sometimes, however, the phrase [l ë l ótr], *l'un l'autre*, is used (if only two people are referred to), or its plural [léz ë léz ótr], *les uns les autres* (for more than two).

Ex.: [vu vu vwayé l ë l ótr], you (two people) see each other.
[il së vwa léz ë léz ótr], they (several people) see each other.

WORD-LIST 34

[la traše]	the trench	la tranchée
[lë bwayó]	the passage trench	le boyau
[lë sutèrè]	the dugout	le souterrain
[l abri] (m.)	the shelter	l'abri
[lë pòst d ékut]	the listening-post	le poste d'écoute
[lë sak a tèr]	the sand bag	le sac à terre
[lë gaz asfiksya]	the asphyxiating gas	le gas asphyxiant
[lë mask]	the mask	le masque
[lë fil dë fèr barblé]	the barbed wire	le fil de fer barbelé
[la grënad]	the hand grenade	la grenade
[lë las bòb]	the trench gun	le lance-bombe
[lë rèd]	the raid	le raid
[l ékutër] (m.)	the listener	l'écouteur

[lë mortyé]	the mortar	le mortier
[lë périskòp]	the periscope	le périscope
[vid]	empty	vide
[plè, plèn]	full	plein, pleine
[ó, ót]	high	haut, haute
[ba, bas]	low	bas, basse
[prọfò, pròfòd]	deep	profond, profonde
[šasé]	to drive out, away	chasser
[*la*sé]	to hurl, throw	lancer
[sóté]	to leap, jump	sauter
[tiré]	to fire	tirer
[m*a*ké]	to miss	manquer
[r*a*kòtré]	to meet	rencontrer

Exercise 34

A. Reply to these questions, using complete sentences: [è s kë vòtr èskwad a asé dë grënad ? k è s k il fò dé grënad ? ki è d*a* lë pòst d ékut ? y a t il dé fil dë fèr barblé dëv*a* lé tr*a*šé dë lènmi ? avò nuz ósi défil dë fèr barblé ? kë fè l ékutër ? avé vu tiré sür së tirayër ènmi ? l avé vu m*a*ké ? è s k il y a dë l ó d*a* lé tr*a*šé ? sòt èl plèn d ó ? è s kë vuz avéz ë mask kòtr lë gaz asfiksy*a* ?]

B. [tut nó tr*a*šé ò dé bwayó par lékèl ò pas. dëv*a* lé tr*a*šé il y a dé fil dë fèr barblé é dé sak a tèr. tu lë mòd a dé mask kòtr lë gaz asfiksy*a*. léz òfisyé mèm pòrt dé mask. ë žur së bwayó étè plè d òm. ün gr*a*d bòb ki avèt été l*a*sé d ë mòrtyé alm*a* è vnü tòbé d*a* lë bwayó, mè èl n a paz éklaté. èl a šasé tu léz òm ki été la. ilz ò sóté d*a* léz abri. aprè, ò l a uvèrt é èl étè vid. il y avèt ë tirayër alm*a* prè dë nòtr pòst ki tirè sür nóz òm vè fwa par žur. il tirè byè mè il m*a*kè suv*a* sòn òm pars k il tirè trò ó. ë žur nuz avò fè ë rèd pur šasé l ènmi de së pòst. nòtr *artiyëri avè brizé* lé fil dë fèr barblé dëv*a* la pòzisyò dë *l ènmi. lé grënad* kë nuz avò lasé sò tòbé d*a*z è pòst d ékut

é ò tüé l ékutër. nu sòmz *a*tré d*a* lé sutèrè é nuz avò fè bóku d prizònyé. lë tirayër ósi a été pri.]

C. Everybody has missed that sharpshooter. The whole trench has shot at [sür] him. He uses a periscope and he is too low in his trench. See that shell. It came from a big German trench gun and fell on the barbed wire before our trenches. Look at the captain. He is wearing a mask.

LESSON XXXV

105. The Passive.—For English phrases of the type "he is driven out," "the guns have been sent," the French equivalents are, quite literally, [il è šasé], *il est chassé;* [lé füzi òt été *a*vwayé], *les fusils ont été envoyés.* In such cases the participle is treated as an adjective, and varies in form accordingly.

More frequently the French express ideas of this type by using [ò], *on;* see Lesson XXVII. So, for the phrases given above the French might say [ò lë šas], *on le chasse;* and [òn a *a*vwayé lé füzi], *on a envoyé les fusils.*

Often, too, a verb used reflexively expresses the meaning of an English passive.

Ex.: [lë syèl së kuvr dë nüaž], the sky is getting covered with clouds, le ciel se couvre de nuages.
[lé préparatif dë l atak se f*ò* p*a*d*a* la nüi], preparations for the attack are made during the night, les préparatifs de l'attaque se font pendant la nuit.

106. Possessive Pronouns.—When the pronouns "mine," "yours," "his," etc., stand after the verb "to be," they are usually rendered in French, as we have seen, by phrases of the type [a mwa], [a vu].

When these pronouns stand otherwise, they are *rendered by* a special set of pronouns, which vary in

form according to the gender and number of the noun whose place they take.

"Mine" is [lë myè]:

Masc.	sing.	[lë myè]	le mien
	pl.	[lé myè]	les miens
Fem.	sing.	[la myèn]	la mienne
	pl.	[lé myèn]	les miennes

[lë tyè], "yours" (said to persons addressed as [tü]), and [lë syè], "his," "hers," "its," are like [lë myè].

"Ours" is [lë nótr]:

Masc.	sing.	[lë nótr]	le nôtre
	pl.	[lé nótr]	les nôtres
Fem.	sing.	[la nótr]	la nôtre
	pl.	[lé nótr]	les nôtres

[lë vótr], "yours," is like [lë nótr].

"Theirs" is [lë lër]:

Masc.	sing.	[lë lër]	le leur
	pl.	[lé lër]	les leurs
Fem.	sing.	[la lër]	la leur
	pl.	[lé lër]	les leurs

Ex.: [sɔ̀ livr é lë myè], his book and mine, son livre et le mien.

The plurals of these pronouns are often used to mean "my men," "your men," etc.

Ex.: [lé nótr ɔ̀ tiré dë fwa], our men fired twice, les nôtres ont tiré deux fois.

107. Dates.—In giving dates, the French use the ordinal numeral for the first of the month, and the cardinal numerals for the other days, thus:

[lë prëmyé žavyé]	le premier janvier
[lë dë žavyé]	le deux janvier
[lë trwa žavyé]	le trois janvier
[lë vè sè žavyé]	le vingt-cinq janvier

The names of the several months are:

[žavyé]	janvier
[févryé]	février
[mars]	mars
[avril]	avril
[mè]	mai
[žwè]	juin
[žüiyè]	juillet
[u]	août
[sèpt*a*br]	septembre
[òktòbr]	octobre
[nòv*a*br]	novembre
[dés*a*br]	décembre

The common formulas for asking the date are these:

[kèl žur dü mwa { è s / avò nu / sòm nu } ózurdüi ?]

quel jour du mois { est-ce / avons-nous / sommes-nous } aujourd'hui ?

WORD-LIST 35

[lë péi]	the country, region	le pays
[la patri]	the native country	la patrie
[l *a*drwa] (m.)	the place, spot	l'endroit
[lë kwè]	the corner	le coin
[lë gé]	the ford	le gué
[lë karfur]	the cross roads	le carrefour
[lë sabl]	the sand	le sable
[lë mür]	the wall	le mur
[lë twa]	the roof	le toit
[la tabl]	the table	la table
[la šèz]	the chair	la chaise
[la bwat]	the box	la boîte
[l èskalyé] (m.)	the stairway	l'escalier

[lë kulwar]	the passage way, corridor	le couloir
[lë bu]	the end	le bout
[lë fò]	the bottom, back	le fond
[la mòtr]	the watch	la montre
[l òrlòž] (f.)	the clock	l'horloge
[la mašin a ékrir]	the typewriter	la machine à écrire

Exercise 35

A. Name the months, telling how many days each has.

B. Reply to these questions, using complete sentences: [kèl žur dü mwa sòm nu? kèl žur dü mwa òrò nu dëmè? kòbyè dë žur lë mwa dë žwè a t il? é lë mwa dë févryé? a ki è sèt mòtr? è s kë lë twa dë sèt mézò è ruž? par ki è s kë la fras a été avai?]

C. [il y a ë gé prè d isi u ò pë pasé lë flëv. kèl è vòtr patri? la myèn, s è l amérik, é sèl dë sèt òfisyé, s è la fras. ó bu dü kulwar ò truv ën èskalyé par lëkèl ò pë mòté. kèl ër èt il a vòtr mòtr? il è trwaz ër mwè sèz. il è ta d ékrir mé lètr. avé vuz ün mašin a ékrir? wi, é ë stilògraf ósi si vu vulé vuz a sèrvir. mèrsi byè, mè ž é ë stilògraf amérikè ki m a été dòné par ma sër. savé vuz ékrir avèk la mašin a ékrir? il y a dü sabl ó fò dë la rivyèr. l ó n è pa pròfòd; ò pë la pasé a gé. nuz alò rakòtré nó kamarad ó karfur. il nuz i atad dëpüiz ün dëmi ër. dë sèt adrwa ò pë vwar lé klòšé é lé twa ruž dü vilaž. s èt ë bó péi; léz abita l èm, é mwa, žë l èm ósi. si vu mòtyé l èskalyé ó fò dü kulwar a drwat, vu truvëryé lë büró dë l éta mažòr. léz alma òt avai la fras lë trwa u, diz në sa katòrz. la batay dë la marn a été gañé lë sè sèptabr.]

D. What's the day of the month? What day did you leave America? What day did you arrive in France? Of these two guns do you prefer (say "like better") yours or *his?* This letter was written with a typewriter. I *always use a fountain* pen. The river was forded (say *"passed by [a] ford"*) this morning. I like this country.

LESSON XXXVI

08. The Subjunctive.—The tenses studied hitherto (except for the imperative) used in simple assertion or ition, and are classed as tenses of the indicative mood. re is, also, in French, as in English, a subjunctive d, used in certain types of subordinate clauses. translation of the French subjunctive depends upon context. Usually forms of the English indicative, or rase with "may," will serve.

The forms of the present subjunctive, in certain cal and important verbs, are as follows:

[dòné]:

1 [žë dòn]	je donne
2 [tü dòn]	tu donnes
3 [il dòn]	il donne
4 [nu dònyò]	nous donnions
5 [vu dònyé]	vous donniez
6 [il dòn]	ils donnent

[avwar]:

1 [ž è]	j'aie
2 [tü è]	tu aies
3 [il è]	il ait
4 [nuz èyò]	nous ayons
5 [vuz èyé]	vous ayez
6 [ilz è]	ils aient

[ètr]:

1 [žë swa]	je sois
2 [tü swa]	tu sois
3 [il swa]	il soit
4 [nu swayò]	nous soyons
5 [vu swayé]	vous soyez
6 [il swa]	ils soient

[vënir]:

1 [žë vyèn]	je vienne
2 [tü vyèn]	tu viennes

3 [il vyèn]	il vienne
4 [nu vënyò]	nous venions
5 [vu vënyé]	vous veniez
6 [il vyèn]	ils viennent

[finir]:

1 [žë finis]	je finisse
2 [tü finis]	tu finisses
3 [il finis]	il finisse
4 [nu finisyò]	nous finissions
5 [vu finisyé]	vous finissiez
6 [il finis]	ils finissent

Note that, in all verbs, forms 1, 2, 3, 6 of this tense are identical in sound.

The perfect subjunctive bears the same relation to the present as the perfect indicative to the present indicative.

The commonest uses of the subjunctive are:

1. After expressions of wishing.

Ex.: [lë kòlònèl vë kë nu finisyò lë travay], the colonel wants us to finish the work, le colonel veut que nous finissions le travail.

2. After expressions of emotion—as of fear, joy, regret.

Ex.: [ž é për kë vu swayé malad], I fear you are sick, j'ai peur que vous soyez malade.

3. After impersonal expressions denoting necessity and possibility.

Ex.: [il fó kë nu partyò tu d süit], it is necessary that we start at once, il faut que nous partions tout de suite.

4. After certain conjunctions, as [byèkë] and [kwakë], both meaning "although," *bienque* and *quoique;* and [pur kë] and [afè kë], both meaning "in order that," *pour que and afin que.*

Ex.: [kwak il swa parti dë bòn ër, il n è paz akòr *ratré],* although he left early, he hasn't come

back yet, quoiqu'il soit parti de bonne heure, il n'est pas encore rentré.

109. Railroad Time.—In railroad schedules the hours P.M. are called [duz ër, trèz ër, katòrz ër, kèz ër], etc., and the hour from midnight to 1 A.M. is called [zéró ër], *zéro heure*.

Ex.: [lë trè dë kèz ër é dmi], the 3:30 P.M. train.
[l èsprès dë zéró ër vèt trwa], the 12:23 A.M. express.

110. Collective Numerals.—The ending [èn], *-aine*, when added to certain numerals, turns them into feminine nouns meaning "about" the number in question.

[ün üitèn]	about eight	une huitaine
[ün dizèn]	about ten	une dixaine
[ün duzèn]	about twelve, a dozen	une douzaine
[ün kèzèn]	about fifteen	une quinzaine
[ün vètèn]	about twenty	une vingtaine
[ün tratèn]	about thirty	une trentaine
[ün satèn]	about a hundred	une centaine

Ex.: [ün sèkatèn dë sòlda], about 50 soldiers.

111. Adverbs.—Many adverbs are formed from adjectives by the addition of [ma], *-ment*. This ending corresponds in general to the English "-ly."

Ex.: [fasil, fasilma], easy, easily, facile, facilement.
[la, latma], slow, slowly, lent, lentement.

WORD-LIST 36

[l atak] (f.)	the attack	l'attaque
[l asó] (m.)	the assault	l'assaut
[la kòtratak]	the counter-attack	la contre-attaque
[l òfasiv] (f.)	the offensive	l'offensive
[la lüt]	the struggle	la lutte
[lë kòr a kòr]	the hand-to-hand fight	le corps à corps
[lë rafòr]	the reinforcements	le renfort
[la rézèrv]	the reserve	la réserve

[la vag]	the wave	la vague
[lë {tir / fë} dë baraž]	the curtain fire	le {tir / feu} de barrage
[lë prizònyé]	the prisoner	le prisonnier
[la pursüit]	the pursuit	la poursuite
[lë pl*a*]	the plan	le plan
[la rüz]	the ruse	la ruse
[la viktwar]	the victory	la victoire
[la pè]	the peace	la paix
[sël]	only, alone	seul, seule
[plüzyër]	several	plusieurs
[prè, prèt]	ready	prêt, prête
[vyòl*a*, vyòl*at*]	violent	violent, violente
[l*asé*]	to throw, hurl	lancer
[rëžté]	to throw back	rejeter
[krié]	to shout	crier
[rëkülé]	to fall back	reculer
[nètwayé]	to clean up	nettoyer
[së r*a*dr]	to surrender	se rendre
[an av*a*]	forward	en avant

Exercise 36

A. Reply to these questions, using complete sentences: [fót il nètwayé lé traŝé aprèz ün atak? avé vu për kë léz alm*a* *a*tr d*a* nó traŝé? è s kë lë kòm*adat* *a* šëf ya nuz *a*vwayé *ë* r*a*fòr? fót il kë nu rëkülyò k*a* l ènmi nuz atak? k*o*prëné vu lë pl*a* dë nòtr žénéral? è s kë nòtr tir dë baraž a été bò? è s kë vòtr batayò a fè dé prizònyé d*a* sèt atak?]

B. [l ènmi nuz a ataké së matè a katr ër. aprèz *ë* bòbardëm*a* il a av*a*sé kòtr nó pòzisyò dë prëmyèr liñ é a gañé kèlkë mètr dë traŝé. sò fë dë baraž a *a*pèšé nòtr kòm*ada* d *a*vwayé *ë* r*a*fòr, é nóz òm ò dü rëkülé ó traŝé dë dëzyèm liñ. il n a pa fè bóku dë prizònyé. nó *mitrayëz ò tüé* bóku d òm dë la prëmyèr vag dë l asó. mè

nuz avò kòtrataké tu d süit dèryèr ë bò tir dë baraž. aprèz ë kòr a kòr vyola nuz avò rëžté l ènmi, a fëzat ün karatèn dë prizònyé, dò plüzyër n étè pa blèsé. il së sò radü a kria kamarad! kamarad! s étèt ë batayò dë rézèrv.

kat ün atak réüsi, il fó tužur kë kèlkë sòlda nètwa lé trašé déz òm ki rèst da léz abri sutèrè. léz ótr së las a la pursüit dë l ènmi. lë žénéral vë kë séz òm la rëvyèn ó siñal. é il fó k il lüi òbéis.

nuz èspérò fèr ün grad atak ë bó žur d été a l ób. nó šèf nu krirò, an ava! méz afa! viv la fras! viv l amérik! é nuz avasrò kòtr l ènmi a kura. il në pura pa nuz arèté. nu pradrò sé pòzisyò; séz om së radrò par satèn, é aprèz ün òfasiv vyòlat, nuz òrò la viktwar. é si nu gañò la viktwar, da tu lë mòd il y òra la pè.]

APPENDIX I

OTHER PAST TENSES

In addition to the past tenses studied in the Lessons, there are four others which occur in *written* French: the past absolute indicative (a narrative tense); its corresponding compound tense; the past subjunctive; and its corresponding compound tense.

The forms of the past absolute, for certain typical and common verbs, are as follows:

[dòné]:	
1 [žë dòné]	je donnai
2 [tü dòna]	tu donnas
3 [il dòna]	il donna
4 [nu dònam]	nous donnâmes
5 [vu dònat]	vous donnâtes
6 [il dònèr]	ils donnèrent
[avwar]:	
1 [ž ü]	j'eus
2 [tü ü]	tu eus
3 [il ü]	il eut
4 [nuz üm]	nous eûmes
5 [vuz üt]	vous eûtes
6 [ilz ür]	ils eurent
[ètr]:	
1 [žë fü]	je fus
2 [tü fü]	tu fus
3 [il fü]	il fut
4 [nu füm]	nous fûmes
5 [vu füt]	vous fûtes
6 [il für]	ils furent
[finir]:	
1 [žë fini]	je finis
2 [tü fini]	tu finis
3 [il fini]	il finit

4	[nu finim]	nous finîmes
5	[vu finit]	vous finîtes
6	[il finir]	ils finirent

e past subjunctive forms of these same verbs are :
s:

[dòné]:

1	[žë dònas]	je donnasse
2	[tü dònas]	tu donnasses
3	[il dòna]	il donnât
4	[nu dònasyò]	nous donnassions
5	[vu dònasyé]	vous donnassiez
6	[il dònas]	ils donnassent

[avwar]:

1	[ž üs]	j'eusse
2	[tü üs]	tu eusses
3	[il ü]	il eût
4	[nuz üsyò]	nous eussions
5	[vuz üsyé]	vous eussiez
6	[ilz üs]	ils eussent

[ètr]:

1	[žë füs]	je fusse
2	[tü füs]	tu fusses
3	[il fü]	il fût
4	[nu füsyò]	nous fussions
5	[vu füsyé]	vous fussiez
6	[il füs]	ils fussent

[finir]:

1	[žë finis]	je finisse
2	[tü finis]	tu finisses
3	[il fini]	il finît
4	[nu finisyò]	nous finissions
5	[vu finisyé]	vous finissiez
6	[il finis]	ils finissent

APPENDIX II

PLACE NAMES

[èn]	Aisne
[alzas]	Alsace
[argòn]	Argonne
[aras]	Arras
[artwa]	Artois
[bapóm]	Bapaume
[bèfor]	Belfort
[bétün]	Béthune
[kalè]	Calais
[kabrè]	Cambrai
[šalò]	Châlons
[šapañ]	Champagne
[kran]	Craonne
[dwè]	Douai
[dòkèrk]	Dunkerque
[fladr]	Flandre
[živašì]	Givenchy
[ürtëbiz]	Hurtebise
[la]	Laon
[las]	Lens
[lil]	Lille
[lòòs]	Loos
[mès]	Metz
[mëz]	Meuse
[nëv šapèl]	Neuve Chapelle
[nasi]	Nancy
[nòrmadi]	Normandie
[waz]	Oise
[pa d kalè]	Pas de Calais
[péròn]	Péronne
[pikardi]	Picardie
[rès]	Reims
[rwa]	Rouen

[sè katè]	Saint Quentin
[sèn]	Seine
[swasò]	Soissons
[sòm]	Somme
[taür]	Tahure
[vèrdë]	Verdun
[vóž]	Vosges
[vëvr]	Woevre
[ipr]	Ypres

APPENDIX II

PLACE NAMES

[èn]	Aisne
[alzas]	Alsace
[argòn]	Argonne
[aras]	Arras
[artwa]	Artois
[bapóm]	Bapaume
[bèfor]	Belfort
[bétün]	Béthune
[kalè]	Calais
[k*a*brè]	Cambrai
[šal*ò*]	Châlons
[š*a*pañ]	Champagne
[kran]	Craonne
[dwè]	Douai
[d*ò*kèrk]	Dunkerque
[fl*a*dr]	Flandre
[živ*a*ši]	Givenchy
[ürtëbiz]	Hurtebise
[l*a*]	Laon
[l*a*s]	Lens
[lil]	Lille
[lòòs]	Loos
[mès]	Metz
[mëz]	Meuse
[nëv šapèl]	Neuve Chapelle
[n*a*si]	Nancy
[nòrm*a*di]	Normandie
[waz]	
[pa d kalè]	
[péròn]	
[pikardi]	
[rès]	
[rwa]	

[sè katè]	Saint Quentin
[sèn]	Seine
[swasò]	Soissons
[sòm]	Somme
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5. Food
6. Clothes
7. City and town
8. Persons
9. War
10. Care of the body
11. Letters and writing
12. Days, months, years
13. Army and munitions
14. Adjectives
15. People and things
16. Parts of the body
17. Divisions and officers
18. Days of the week, and seasons
19. Country
20. Farms and animals
21. Ambulance and hospital
22. Automobiles
23. Sky and weather
24. Camp and training
25. Shops and smoking
26. Railways
27. Guns and cannon
28. Food and eating
29. Money and tools
30. Fortification, military terms
31. Sickness
32. Aviation
33. Weights and measures
34. Trenches
35. Roads, places, furniture
36. Plans and attacks

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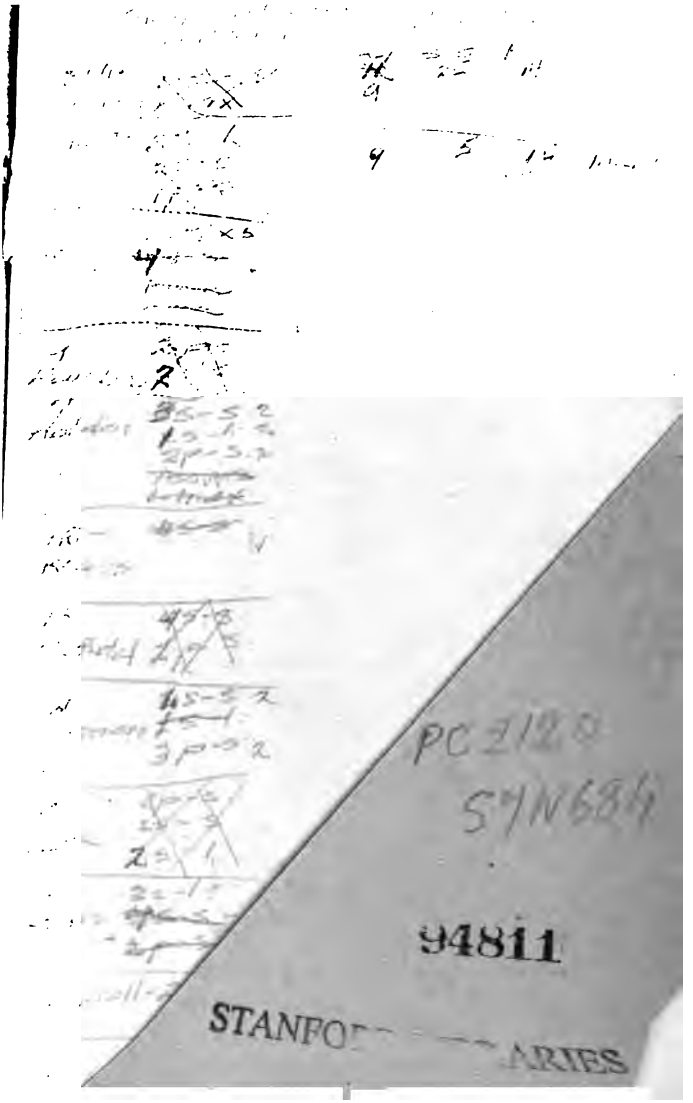
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APPENDIX I

OTHER PAST TENSES

In addition to the past tenses studied in the Lessons, there are four others which occur in *written* French: the past absolute indicative (a narrative tense); its corresponding compound tense; the past subjunctive; and its corresponding compound tense.

The forms of the past absolute, for certain typical and common verbs, are as follows:

[dòné]:	
1 [žë dòné]	je donnai
2 [tü dòna]	tu donnas
3 [il dòna]	il donna
4 [nu dònam]	nous donnâmes
5 [vu dònat]	vous donnâtes
6 [il dònèr]	ils donnèrent
[avwar]:	
1 [ž ü]	j'eus
2 [tü ü]	tu eus
3 [il ü]	il eut
4 [nuz üm]	nous eûmes
5 [vuz üt]	vous eûtes
6 [ilz ür]	ils eurent
[ètr]:	
1 [žë fü]	je fus
2 [tü fü]	tu fus
3 [il fü]	il fut
4 [nu füm]	nous fûmes
5 [vu füt]	vous fûtes
6 [il für]	ils furent
[finir]:	
1 [žë fini]	je finis
2 [tü fini]	tu finis
3 [il fini]	il finit

4	[nu finim]	nous finîmes
5	[vu finit]	vous finîtes
6	[il finir]	ils finirent

The past subjunctive forms of these same verbs a llows:

[dòné]:

1	[žë dònas]	je donnasse
2	[tü dònas]	tu donnasses
3	[il dòna]	il donnât
4	[nu dònasyò]	nous donnassions
5	[vu dònasyé]	vous donnassiez
6	[il dònas]	ils donnassent

[avwar]:

1	[ž üs]	j'eusse
2	[tü üs]	tu eusses
3	[il ü]	il eût
4	[nuz üsyò]	nous eussions
5	[vuz üsyé]	vous eussiez
6	[ilz üs]	ils eussent

[ètr]:

1	[žë füs]	je fusse
2	[tü füs]	tu fusses
3	[il fü]	il fût
4	[nu füsyò]	nous fussions
5	[vu füsyé]	vous fussiez
6	[il füs]	ils fussent

[finir]:

1	[žë finis]	je finisse
2	[tü finis]	tu finisses
3	[il fini]	il finît
4	[nu finisyò]	nous finissions
5	[vu finisyé]	vous finissiez
6	[il finis]	ils finissent

APPENDIX II

PLACE NAMES

[èn]	Aisne
[alzas]	Alsace
[argòn]	Argonne
[aras]	Arras
[artwa]	Artois
[bapóm]	Bapaume
[bèfor]	Belfort
[bétün]	Béthune
[kalè]	Calais
[kabrè]	Cambrai
[šalò]	Châlons
[šapañ]	Champagne
[kran]	Craonne
[dwè]	Douai
[dòkèrk]	Dunkerque
[fladr]	Flandre
[živašì]	Givenchy
[ürtëbiz]	Hurtebise
[la]	Laon
[las]	Lens
[lil]	Lille
[lòòs]	Loos
[mès]	Metz
[mëz]	Meuse
[nëv šapèl]	Neuve Chapelle
[nasi]	Nancy
[nòrmadi]	Normandie
[waz]	Oise
[pa d kalè]	Pas de Calais
[péròn]	Péronne
[pikardi]	Picardie
[rès]	Reims
[rwa]	Rouen

[sè katè]	Saint Quentin
[sèn]	Seine
[swasò]	Soissons
[sòm]	Somme
[taür]	Tahure
[vèrdë]	Verdun
[vóž]	Vosges
[vëvr]	Woevre
[ipr]	Ypres

[lë kulwar]	the passage way, corridor	le couloir
[lë bu]	the end	le bout
[lë fȯ]	the bottom, back	le fond
[la mȯtr]	the watch	la montre
[l ȯrlȯž] (f.)	the clock	l'horloge
[la mašin a ékrir]	the typewriter	la machine à écrire

Exercise 35

A. Name the months, telling how many days each has.

B. Reply to these questions, using complete sentences: [kèl žur dü mwa sȯm nu? kèl žur dü mwa ȯrȯ nu dëmè? kȯbyè dë žur lë mwa dë žwè a t il? é lë mwa dë févryé? a ki è sèt mȯtr? è s kë lë twa dë sèt mézȯ è ruž? par ki è s kë la fras a été avai?]

C. [il y a ë gé prè d isi u ȯ pë pasé lë flëv. kèl è vȯtr patri? la myèn, s è l amérik, é sèl dë sèt ȯfisyé, ѣ è la fras. ó bu dü kulwar ȯ truv ën èskalyé par lëkèl ȯ pë mȯté. kèl ër èt il a vȯtr mȯtr? il è trwaz ër mwè sèz. il è ta d ékrir mé lètr. avé vuz ün mašin a ékrir? wi, é ë stilȯgraf ósi si vu vulé vuz a sèrvir. mèrsi byè, mè ž é ë stilȯgraf amérikè ki m a été dòné par ma sër. savé vuz ékrir avèk la mašin a ékrir? il y a dü sabl ó fȯ dë la rivyèr. l ó n è pa prȯfȯd; ȯ pë la pasé a gé. nuz alȯ rakȯtré nó kamarad ó karfur. il nuz i atad dëpüiz ün dëmi ër. dë sèt adrwa ȯ pë vwar lé klȯšé é lé twa ruž dü vilaž. s èt ë bó péi; léz abita l èm, é mwa, žë l èm ósi. si vu mȯtyé l èskalyé ó fȯ dü kulwar a drwat, vu truvëryé lë büró dë l éta mažòr. léz alma ȯt avai la fras lë trwa u, diz në sa katòrz. la batay dë la marn a été gañé lë sè sèptabr.]

D. What's the day of the month? What day did you leave America? What day did you arrive in France? Of these two guns do you prefer (say "like better") yours or *his? This letter* was written with a typewriter. I *always use a fountain* pen. The river was forded (say *"passed by [a] ford"*) this morning. I like this country.

LESSON XXXVI

108. The Subjunctive.—The tenses studied hitherto (except for the imperative) used in simple assertion or estion, and are classed as tenses of the indicative mood. ere is, also, in French, as in English, a subjunctive od, used in certain types of subordinate clauses. e translation of the French subjunctive depends upon context. Usually forms of the English indicative, or hrase with "may," will serve.

The forms of the present subjunctive, in certain ical and important verbs, are as follows:

[dòné]:	
1 [žë dòn]	je donne
2 [tü dòn]	tu donnes
3 [il dòn]	il donne
4 [nu dònyò]	nous donnions
5 [vu dònyé]	vous donniez
6 [il dòn]	ils donnent
[avwar]:	
1 [ž è]	j'aie
2 [tü è]	tu aies
3 [il è]	il ait
4 [nuz èyò]	nous ayons
5 [vuz èyé]	vous ayez
6 [ilz è]	ils aient
[ètr]:	
1 [žë swa]	je sois
2 [tü swa]	tu sois
3 [il swa]	il soit
4 [nu swayò]	nous soyons
5 [vu swayé]	vous soyez
6 [il swa]	ils soient
[vënir]:	
1 [žë vyèn]	je vienne
2 [tü vyèn]	tu viennes

3	[il vyèn]	il vienne
4	[nu vënyò]	nous venions
5	[vu vënyé]	vous veniez
6	[il vyèn]	ils viennent

[finir]:

1	[žë finis]	je finisse
2	[tü finis]	tu finisses
3	[il finis]	il finisse
4	[nu finisyò]	nous finissions
5	[vu finisyé]	vous finissiez
6	[il finis]	ils finissent

Note that, in all verbs, forms 1, 2, 3, 6 of this tense are identical in sound.

The perfect subjunctive bears the same relation to the present as the perfect indicative to the present indicative.

The commonest uses of the subjunctive are:

1. After expressions of wishing.

Ex.: [lë kòlònèl vë kë nu finisyò lë travay], the colonel wants us to finish the work, le colonel veut que nous finissions le travail.

2. After expressions of emotion—as of fear, joy, regret.

Ex.: [ž é për kë vu swayé malad], I fear you are sick, j'ai peur que vous soyez malade.

3. After impersonal expressions denoting necessity and possibility.

Ex.: [il fó kë nu partyò tu d süit], it is necessary that we start at once, il faut que nous partions tout de suite.

4. After certain conjunctions, as [byèkë] and [kwakë], both meaning "although," *bienque* and *quoique;* and [pur kë] and [afè kë], both meaning "in order that," *pour que and afin que.*

Ex.: [kwak il swa parti dë bòn ër, il n è pa akòr *ratré],* although he left early, he hasn't come

back yet, quoiqu'il soit parti de bonne heure, il n'est pas encore rentré.

109. Railroad Time.—In railroad schedules the hours P.M. are called [duz ër, trèz ër, katòrz ër, kèz ër], etc., and the hour from midnight to 1 A.M. is called [zéró ër], *zéro heure*.

Ex.: [lë trè dë kèz ër é dmi], the 3:30 P.M. train.
[l èsprès dë zéró ër vèt trwa], the 12:23 A.M. express.

110. Collective Numerals.—The ending [èn], *-aine*, when added to certain numerals, turns them into feminine nouns meaning "about" the number in question.

[ün üitèn]	about eight	une huitaine
[ün dizèn]	about ten	une dixaine
[ün duzèn]	about twelve, a dozen	une douzaine
[ün kèzèn]	about fifteen	une quinzaine
[ün vètèn]	about twenty	une vingtaine
[ün tratèn]	about thirty	une trentaine
[ün satèn]	about a hundred	une centaine

Ex.: [ün sèkatèn dë sòlda], about 50 soldiers.

111. Adverbs.—Many adverbs are formed from adjectives by the addition of [ma], *-ment*. This ending corresponds in general to the English "-ly."

Ex.: [fasil, fasilma], easy, easily, facile, facilement.
[la, latma], slow, slowly, lent, lentement.

WORD-LIST 36

[l atak] (f.)	the attack	l'attaque
[l asó] (m.)	the assault	l'assaut
[la kòtratak]	the counter-attack	la contre-attaque
[l òfasiv] (f.)	the offensive	l'offensive
[la lüt]	the struggle	la lutte
[lë kòr a kòr]	the hand-to-hand fight	le corps à corps
[lë rafòr]	the reinforcements	le renfort
[la rézèrv]	the reserve	la réserve

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[ètr]:	
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2 [tü fü]	tu fus
3 [il fü]	il fut
4 [nu füm]	nous fûmes
5 [vu füt]	vous fûtes
6 [il für]	ils furent
[finir]:	
1 [žë fini]	je finis
2 [tü fini]	tu finis
3 [il fini]	il finit

4	[nu finim]	nous finîmes
5	[vu finit]	vous finîtes
6	[il finir]	ils finirent

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s:

[dòné]:

1	[žë dònas]	je donnasse
2	[tü dònas]	tu donnasses
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[avwar]:

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3	[il ü]	il eût
4	[nuz üsyò]	nous eussions
5	[vuz üsyé]	vous eussiez
6	[ilz üs]	ils eussent

[ètr]:

1	[žë füs]	je fusse
2	[tü füs]	tu fusses
3	[il fü]	il fût
4	[nu füsyò]	nous fussions
5	[vu füsyé]	vous fussiez
6	[il füs]	ils fussent

[finir]:

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2	[tü finis]	tu finisses
3	[il fini]	il finît
4	[nu finisyò]	nous finissions
5	[vu finisyé]	vous finissiez
6	[il finis]	ils finissent

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[artwa]	Artois
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[vëvr]	Woevre
[ipr]	Ypres

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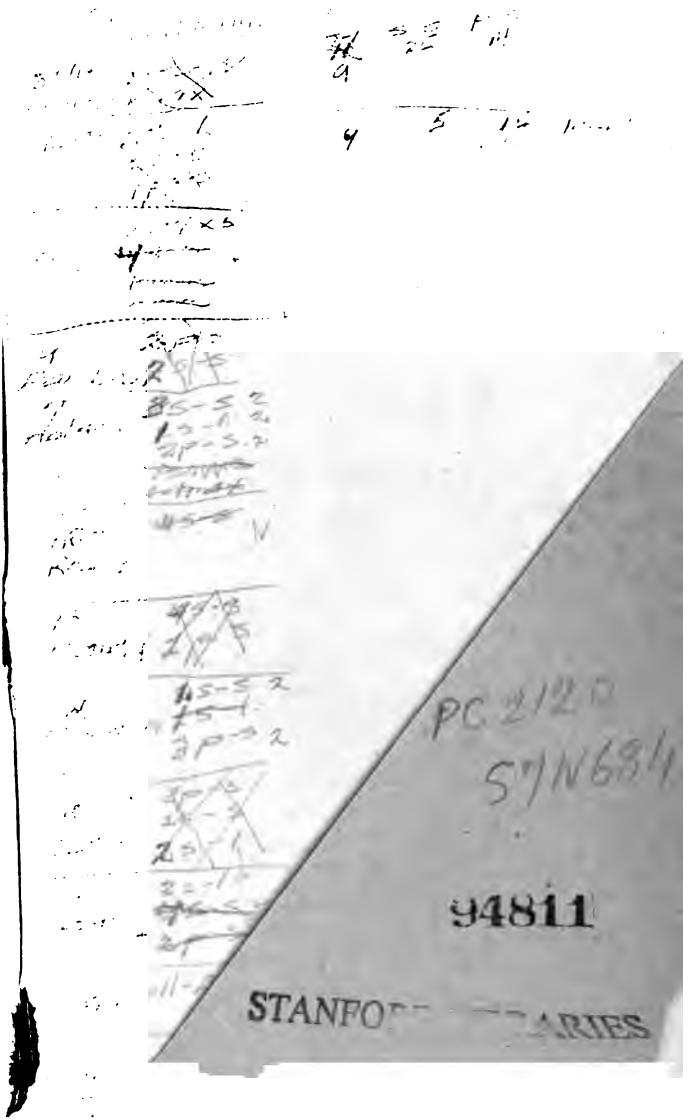
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